DOCUMENT RESUME

ED 116 245 CS 202 458

AUTHOR	Jackson, Jill, Ed.; And Others
TITLE	A Handbook for Using the Newspaper in the Classroom.
INSTITUTION	Rocky Mountain News, Denver, Colo.
PUB DATE	75
NOTE	91p.; Some pages may not reproduce due to small type
AVAILABLE FROM	Rocky Mountain News, P.O. Box 719, Denver, Colorado 80201 ($2.50 paper)
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	Elementary Secondary Education; *Instructional Materials; *Instructional Media; *Journalism; Language Arts; *Learning Activities; News Media; *Newspapers; Publicize; Social Sciences

ABSTRACT

This book is a guide to using the newspaper as an instructional tool in the classroom. The objectives are to help students become informed about and interested in what is happening in the world; to learn to read the newspaper intelligently; to help students realize the impact of newspapers on the public; to develop within the students a lasting interest in the reading of newspapers; and to increase and strengthen the skills acquired in other subject areas, especially those in the language arts and social studies. The handbook includes information about how the newspaper is constructed, the function of different newspaper sections, newspaper terminology, propaganda and the newspaper, news reports, editorials, sports, comics, freedom of the press, and the history of the "Rocky Mountain News." Also included are various activities for social studies, language arts, non-readers and beginning readers, science, math, foreign language, and art. (TS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED116245

A HANDBOOK

FOR USING

The Newspaper in the Classroom

Edited By
Jill Jackson B.A.
with
Miriam Houghton B.A., M.A.
Jeannie Capra B.A.

2

Compiled and Printed by
the Educational Services Department
of your

Rocky Mountain News

CS 202 453

TABLE OF CONTENTS

THE ROLE OF THE NEWSPAPER IN THE CLASSROOM 1
HOW THE NEWSPAPER IS CONSTRUCTED 3
THE FUNCTION OF DIFFERENT NEWSPAPER SECTIONS 4
PAGE 1 8
NEWSPAPER TERMINOLOGY 9
FIVE KINDS OF NEWS STORIES 12
PROPOGANDA AND THE NEWSPAPER 13
READERS GUIDE 15
SECTION 1: NEWS REPORTS 19
SECTION2: EDITORIALS 33
SECTION 3: FEATURES AND AMUSEMENTS 41
SECTION 4: SPORTS 47
SECTION 5: BUSINESS AND FINANCE 51
SECTION 6: ADVERTISING 55
SECTION 7: COMICS 61
PLUS: WEATHER AND OBITUARIES 65
NEWSPAPER DAY 68
FREEDOM OF THE PRESS 69
HISTORY OF THE ROCKY MOUNTAIN NEWS 72
LANGUAGE ARTS ACTIVITIES 78
ACTIVITIES FOR NON-READERS AND BEGINNING READERS 81
SOCIAL STUDIES ACTIVITIES 83
SCIENCE ACTIVITIES 86
HEALTH EDUCATION ACTIVITIES 88
MATH ACTIVITIES 88
HOME ECONOMICS ACTIVITIES 90
ART ACTIVITIES 91
FOREIGN LANGUAGE ACTIVITIES 91
EXTRA ACTIVITIES 92
APPENDIX 94
MATERIALS AVAILABLE 97
ADDITIONAL RESOURCES 98
PRINTERS' JARGON 100

THE ROLE OF THE NEWSPAPER IN THE CLASSROOM

If we are to have a generation of newspaper-reading adults, we must instill in the students in our classrooms the habit of newspaper reading. The well-informed person is a leader in his community who has developed analytical reading so that he can sift the truth.

In reporting the news, the newspaper brings us information that affects our daily lives and occupations: laws, taxes, prices, court decisions, union activity, etc. — all affect us, and we need to know about them so that we may react intelligently.

Back in public school or college, do you remember how quickly you got rid of last term's textbook? was in a geometry or an ancient history or a grammar text? unless you saved a few in your specialized field of study, you knew that you would never open those old books.

Soon something would take their place if you were to continue your self-education. There would be other kinds of reading. The reading of newspapers, perhaps, became important.

In school or college did you learn how to read a newspaper critically, selectively and for depth of meaning? This was probably something you had to learn later.

How quickly you made this adjustment to new sources of news and information may have depended upon how much you had learned about newspapers and how to use them for self-education.

Teachers have done some of their teaching from the pages of newspapers for many years. Many more are now using newspapers as an effective way to supplement yesterday's textbooks with today's news.

In these lightning-change times newspapers are coming into their own as living textbooks in the classroom. Using them as an effective tool in education, teachers are working with newspapers as a carry-over for adult living.

OBJECTIVES

1. TO HAVE STUDENTS BECOME INFORMED ABOUT AND INTERESTED IN WHAT IS HAPPENING IN THE WORLD AROUND THEM.
2. TO LEARN TO READ THE NEWSPAPER INTELLIGENTLY. Competent readership can only take place if students understand the symbols, variety of styles, and the special writing techniques utilized by the newspapers.

3. TO LEAD STUDENTS TO REALIZE THE IMPACT OF THE NEWSPAPERS ON THE GENERAL PUBLIC AS WELL AS THE PART THEY CAN PLAY IN RAISING THE STANDARD OF THE NEWS MEDIA.

4. TO DEVELOP WITHIN THE STUDENTS A REAL AND LASTING INTEREST IN THE READING OF NEWSPAPERS SO THAT THEY WILL MAKE NEWSPAPER READING A LIFETIME HABIT. The teacher's own enthusiasm may do much to help students acquire the newspaper habit.

5. TO INCREASE AND STRENGTHEN THE SKILLS ACQUIRED IN OTHER SUBJECT AREAS, ESPECIALLY THOSE IN SOCIAL STUDIES AND IN THE LANGUAGE ARTS. To better understand much of the news, students will be compelled to increase their knowledge of geography. The opportunities for increasing the reading, writing, speaking and listening skills are almost limitless in the study of the newspaper.

HOW TO BEGIN

1. It is desirable that each pupil in the class receive a newspaper of his own. "Clip and file" projects, such as running assignments for the individual students and special interest areas for voluntary assignments, make this most imperative.

2. For several days prior to the orientation course keep an attractive bulletin board display using headlines, pictures, grocery ads, the stock market reports and the masthead of the newspaper.

3. A day or two before you receive newspapers there should be a discussion with the class about the activity in which they will be engaged. Discuss what is the ideal function of a newspaper:

a) to disseminate news
b) to inform
c) to interpret news
d) to entertain
e) to provide a forum for debate
f) to comment editorially

4. After the orientation period the newspapers may be used effectively thereafter as a supplemental teaching aid. Almost every subject in the school curriculum can be enriched with the use of the daily newspaper.

HOW THE NEWSPAPER IS CONSTRUCTED

NEWS OCCURS — IT'S WRITTEN UP In the gathering of news for publication the *reporter is the essential factor — at home on the local beat, in a Washington news bureau, on the other side of the world. He writes the story and then carries, telephones or wires the story to one or many newspapers. The reporter may be a foreign correspondent; a national, regional or suburban correspondent; or a local beat man.*

THEN EDITED His stories go the newspaper's editors—men with tremendous responsibility. They scan the reams of copy received daily to find the best and most interesting stories for their readers. It is their job to sift, sort and trim, and from all the news and features flowing in from all over the world, fashion a complete newspaper. Stories that are picked for publication move onto the copy desk for further editing. Trained men check spelling and grammar, trim stories if necessary, and write headlines.

COMPOSING ROOM Then the stories are sent to the composing room where photo typesetting machines set them into "cold" type. Again the story is read and checked but this time by proofreaders who read the story against the original copy to catch errors made in the type-setting process. Thus, the story travels from the reporter across the desks of many men before it is printed and reaches the hands of the readers.

ARRANGEMENT OF MOST IMPORTANT INFORMATION One of the News Editor's vital jobs is giving the newspaper its "personality" — that is, arranging the stories in the columns of the newspaper in a distinctive style. The typographical appearance of a newspaper is often a big factor in influencing the reader's choice of a newspaper.

In making up the front page — and the inside pages, too — the News Editor works from the top of the page down. The last column to the right on page one is considered the column of greatest importance. This is because the reader scans the banner (headline) from left to right, and then his eye naturally drops down into the last column. The most important story of the day goes there. The New Editor wants an orderly variety of stories and pictures on the page — not a jumble — so he usually follows a tested formula. He alternates the size and type of headlines and uses different lengths of stories. Small, but interesting stories, are boxed in for emphasis. Some are printed in bold face. Subheads are used to break up the solid columns. Pictures and cartoons are used for further contrast.

Then the newspaper goes to press.

THE FUNCTION OF DIFFERENT NEWSPAPER SECTIONS

FRONT PAGE The front page is the one the reader sees first. It is often what he sees there that influences his decision to buy. Therefore, it is the most important page of the newspaper. Editors sift through all the day's news to find the most important story. That one goes under the banner. The next few important stories also go on page one along with pictures related to them if they are available.

There are two reasons for this. By placing the big stories of the day on page one, the editor makes it unnecessary for the reader to search through the paper for them. Secondly, the newspaper is somewhat like merchandise in a store in that it must look its best to attract readers. So the News Editor tries to make the newspaper look its best.

COMMENTARY AND EDITORIALS On every page, except three, the newspaper reports and records the actions, the ideas and opinions of the world at large. It reserves only three pages to voice its own ideas, its own opinions and its own convictions. In addition, it presents a variety of columns ranging from conservative to liberal in viewpoint. These columns try to represent the broad spectrum of attitudes shown by the readers of a newspaper. Because so many people today are short on time, the editorial pages do for people what so few of them have time to do for themselves. It studies the background of news events, brings blurred facts into focus, weighs the news on the scales of sound judgment. Editorials often suggest a course of action. This is exactly what hurried but intelligent readers want done for them today.

So the editorial page has all of these purposes: To influence opinion, to secure reforms, to inform the readers, to promote a good cause, to show appreciation for achievements or service, and to entertain.

Letters to the editor are a feature of the editorial page. They are the personal feelings of the readers and could be called separate editorials. They have the same purposes that were previously listed.

FEATURES AND AMUSEMENTS This section of the newspaper deals with "soft news" — feature stories on interesting, off-beat individuals and projects. The Features section also has homemaking hints and informational and recreational columns, including such diverse topics as bridge and family health. Amusements has reviews, pictures and interviews on the popular arts such as films, theater, art, music and nightlife.

SPORTS *The sports pages reflect America's boundless interest in sports and competition, even though the reader is not a participant. You can find news there of every sport from baseball and football to horse racing and hunting. A good asset to a sports section is a columnist who can report background material, statistics and sidelights and stories of the sports world.*

BUSINESS AND FINANCE *Financial pages are growing more important each day as more readers invest and speculate. Readers follow the stock averages very closely as they do stories by economists. There are stories of specific interest to the 25-30% of the population directly involved in business decisions and also stories which follow the activities of personalities in the business world. News of local business is another very popular feature.*

ADVERTISING *Advertising is important for three reasons. The newspaper needs advertising so it can be a profitable business and thus bring more news to the reader. Business needs to advertise so that people will know about goods and services that are available. The reader needs advertising so he will know what is available, where it is available and at what price.*

Advertising can be considered news, too, in a sense. It tells about bargain sales, new products and the better qualities of the product advertised.

LESSON

Study the general make-up of the newspaper. Explain the organization of a newspaper as a whole pointing out certain features or departments which are published in the same relative position every day and related types of news kept together for easier reading:

a) News
b) Editorials-Commentary
c) Features-Amusements
d) Sports
e) Business-Financial
f) Classified

Show pupils how to locate information and material using the index. Call attention to the style or page make-up (number of columns, size of paper, photographs, advertising, use of color, etc.) of the different sections.

Analyze with pupils the differences between a news report, a feature story and an editorial article using examples from each section.

ACTIVITIES

1. Name all the sections in the paper. What kind of item would appear in each?

2. (Clip headlines from the different sections of the paper and show to students one at a time.) In what section of the paper did this story appear?

3. Which are your favorite sections? List first, second and third choices and give your reasons.

4. Choose an occupation (such as policeman, businessman, teacher, farmer, industrial worker) and look through the different sections of the newspaper for stories that are of specific interest to you. Explain why.

5. Cut out an example of a news report, a feature story and an editorial. What are some differences between the three items?

I. KNOW YOUR NEWSPAPER (Answers in Appendix)

1. The makeup or format of the newspaper is TABLOID. Describe.

2. How many columns are on each page of our newspaper of GENERAL FORMAT?

3. How many columns are on the MAIN NEWS PAGES?

4. How many columns on each page of CLASSIFIED ADS?

5. List below the major sections of the ROCKY MOUNTAIN NEWS.

Here's A TYPICAL PAGE 1

LIGHTHOUSE
SCRIPPS-HOWARD EMBLEM

NAMEPLATE
. . . FLAG, BANNER OR LOGO
(REG. U.S. PAT. OFF.)

BORDER
. . . CONTAINS VOLUME, NUMBER, CITY, STATE, ZIP NUMBER, DATE, CORPORATION NAME AND POSTAL INFORMATION.

EARS
. . . TOP CORNERS OF PAGE ONE. BOX CONTAINS EDITION, WEATHER, PRICE AND NUMBER OF PAGES.

"PIC"
. . . PLACED ATTRACTIVELY. NOTE CREDIT LINE— LOCAL OR UPI TELEPHOTO.

BANNER HEADLINE
. . . LARGEST TYPE ON FRONT PAGE, RUNS ENTIRE WIDTH OF PAGE.

Rocky Mountain News
HIJACKER IN ALGIERS
Kayak Olympic trials held in Colorado
FULL PAGE OF PICTURES ON PAGE 22
Big Four put final touches on Berlin access accord
Love Mass for teens in Denver
Rite more hip than high church
PICTURE AND STORY, PAGE 1, FESTIVAL
Colorado affiliated executives' income is shown in survey
SEE PAGE 55
Huck Finn festivities to be held Sunday in Washington Park
PICTURE, STORY: PAGE 30

CAPTION
. . . PHOTOLINE WITH INFORMATION ABOUT THE PICTURE.

SUBHEAD
. . . HEADING USED IN BODY OF STORY TO BREAK MONOTONY OF A SOLID COLUMN.

JUMP
. . . STORY CONTINUED ON ANOTHER PAGE.

HEADLINE
. . . LARGE TYPE OVER EACH STORY.

REFERENCE
. . . HEADLINE ONLY, WITH PAGE NUMBER SHOWING WHERE STORY CAN BE FOUND.

UNITED PRESS INTERNATIONAL (UPI) and ASSOCIATED PRESS (AP)

DATELINE INDICATION OF SOURCE OF NEWS STORY.

NEWSPAPER TERMINOLOGY

ABC — Audit Bureau of Circulations. The organization sponsored by publishers, advertising agencies and advertisers to establish accurate statements of paid circulation.
AD — Advertisement.
ADVANCE — Story dealing with coming event.
AGATE LINE — A standard unit for measurement of advertising space one column wide and one-fourteenth of an inch deep.
ANGLE — Approach to a news story.
AP — Abbreviation for the Associated Press (AP).
ASSIGNMENT — Story that a reporter has been detailed to cover.
BALLOON — A cartoon device borrowed from the comic strip which makes the words of a person in a picture appear as coming directly from his mouth.
BANNER — A headline in large letters running across the entire width of the first page.
BEAT — Reporter's regular routine for covering news sources.
BINDER LINE — One line of type over a number of related stories.
BOX — Type bordered by ruled lines.
BREAK — Where story goes to next page or column.
BULLDOG — Early morning edition.
BULLETIN — Important last-minute news.
BUREAU — News-gathering body.
BYLINE — Name of newspaper writer, appearing above news or feature story.
CANNED COPY — News, already edited elsewhere and ready to print, such as publicity.
CAPTION — A title or explanatory note accompanying a picture.
C.O.O. — Can Go Over, story can be printed as is.
CIRCUS MAKE-UP — A mixture of headline size and type.
COLUMNIST — One who writes a special column.
COMPOSE — To set type.
COPY — All manuscript or printed matter prepared for printing.
COPYREADER — A newspaper worker who corrects or edits copy written by reporters and then writes the headline for it.
COVER—To get all the facts for a news report and write it.
CP — Abbreviation for the Canadian Press.
CRUSADE — A program sponsored by paper to start or end something, i.e., rackets, slums.
CUB — A beginning, inexperienced reporter.
CUTLINES — The copy (usually only a few lines) which accompanies and gives necessary information about a picture.
DATE LINE—The line at the beginning of a story giving the place of the reported event.
DEADLINE — Time at which all copy for an edition must be in.
DISPLAY TYPE — The larger than regular body type used for headlines or whenever an attention-getter is necessary.
EAR—Space at top of front page on each side of paper's name. Used for weather news, price, number of pages. Scripps-Howard emblem.
EM AND PICA — Units of measure for printed matter.
EXCLUSIVE — A story published by only one paper.
EXTRA — Special edition.
FEATURE STORY — A story in which the interest lies in some factor other than the news value.
FILE — To send a story by cable or telegraph.
FILLER — A story with little news value, used to fill space.
FLAG — Name of newspaper on page 1. Also called nameplate or logotype.
FOLD — Place where half-fold is made in paper.
FORM — A page of type.
FOURTH ESTATE — Traditional phrase for the press originating in the 18th century when the British statesman, Edmund Burke, pointed to the reporters' gallery in a speech in Parliament, saying, "There are three estates in Parliament, but yonder sits the fourth estate, more important than any of them." He was referring to the three classes of people long recognized under British law—clergy nobles and the commons. Thus the newspapers became the fourth estate.
GALLEY PROOF — A proof of type from an electrostatic copy machine before it is made up in pages.
HANDOUT—A prepared statement to the press.
JUMP — Where story goes to another page.
KILL — To strike out copy or take out type for part of news story not to be printed.
LEAD — The first few sentences or opening paragraphs of a news story; the lead contains summaries or introduces the story.
LIBRARY — Formerly called morgue. Files of stories, biographies, cuts, etc., available for reference anytime. Also contains all back copies of the newspaper kept on microfilm.
LINEAGE — The total number of lines of space in an advertisement or an issue computed in agate lines of which there are 14 to a column inch.
LINOTYPE — A typesetting machine that casts solid lines of type from molten metal; it is operated through a keyboard, similar to that on a typewriter. Although this machine was used at the Rocky Mountain News from the late 1900's, it recently has been replaced by photocomposition machines.
MAKE-UP — The arrangement of stories, headlines and pictures into columns and pages in preparation for printing.
MASTHEAD — The detail printed in every issue of the newspaper on the editorial page, including the title, ownership, and address of the paper.
MORGUE — Files of stories, biographies, cuts, etc., available for reference at any time; the place where these materials are kept; a newspaper's morgue is now usually referred to as its library.
MUST — Label indicating story must be printed.
NAMEPLATE — Name of the newspaper, page 1; also called flag or logotype.
PHOTO TYPESETTING MACHINE — A machine that photographs type onto paper film.
PLASTIC PLATE — A printing plate that is made by placing a negative on top of it and exposing it to an ultra-violet light. The unexposed areas are then washed away with hot water leaving the exposed areas for printing.
PLAY-UP—To prominently feature a story.
POINT — The unit of measurement of type, one seventy-second of one inch in depth; thus a piece of type one inch deep is 72-point type.
PROOF—A page on which newly set type, pictures or illustrations are reproduced to make possible the early correction of errors.
PROOFREADER — One who reads proof pages or sheets and marks errors.
PUBLICITY — Advertising disguised as news.
PUT TO BED — Final step in putting paper out, locking up type just before printing.
RELEASE — To specify the publication of a story on or after a specific day or time.
RUNNING STORY — A story that develops over a period of time.
SCOOP — To beat all other papers on a story.
SLANT — Like ANGLE, may give emphasis to only one aspect of story, e.g. politics.
SOB STUFF—Sentimental stores about dogs, babies, etc.
SPOT NEWS — Unexpected, late-minute news.
SPREAD — The most important news of the day.
STET — Let it stand.
STYLE BOOK — The printed book of rules on typographical style to be followed by the newspaper's reporters, editors and printers.
SUBHEAD — Headings used in body of story to break the monotony of a solid column.
TELEPHOTO — United Press International machine which transmits photographs by telephonic or telegraphic equipment.
THIRTY (30) — The end of the story.
TIME COPY — "Set" type story to be used later.
TTS — Teletypesetter. Paper tape passes through a typewriter-like machine which perforates it. This perforated tape, when run through the photo typesetting machine activates it and sets type automatically.
TYPO — Typographical error.
UPI — Abbreviation for United Press International (UPI).
WHEN ROOM — May be used at any time.

LESSON

Use "A Typical Page 1" and Newspaper Terminology sheet to study the makeup of the front page of the newspaper and newspaper terms.

ACTIVITIES

1. Discuss the makeup of the front page using the example and the front page of today's paper. How many terms on the example page can you relate to this morning's front page?

2. Read four main stories on the front page. Why do you think those stories were chosen to appear there?

3. Why are catchy headlines important? Cut out several that you think are good headlines. Under each headline write a summary of the accompanying article.

MATCHING (Answers in Appendix)

1. _____ dateline	a. headline only, with page number showing where story can be found
2. _____ lead	b. a headline running the entire width of the page, usually largest type on front page
3. _____ caption	c. the line at the beginning of the story giving place
4. _____ banner	d. the printed line over or under a picture
5. _____ masthead	e. gives page number where story is continued
6. _____ jump	f. first paragraph of a news article answering three or more of the five w's
7. _____ reference	g. section found on editorial page giving name of paper, publishers, editors, city, cost, etc.
8. _____ headline	h. large type over each story

II. KNOW YOUR NEWSPAPER (Answers in Appendix)

1. Print below the name of our newspaper as shown in the FLAG or LOGO or NAMEPLATE.

2. What does the LIGHTHOUSE in the left EAR of the front page, and in the MAST-HEAD, signify?

3. What are the areas called on either side of the newspaper's name on page one?

4. Where can you tell what EDITION of the paper you are reading? How many EDITIONS does the NEWS print each day?

5. Why do you think we always use a PHOTOGRAPH on page one?

6. Describe a BANNER HEADLINE.

7. Describe a REFERENCE.

8. Find an example to illustrate what is meant by a JUMP.

9. Discuss the pro's and con's of using JUMPS.

10. Where is the most important story located on page one?

11. Why is page one of a newspaper called a "SHOW-WINDOW" or "SHOWCASE"?

FIVE KINDS OF NEWS STORIES

FACTUAL A report based strictly on facts. This type, the most common news story, tells only what actually took place. For instance, a factual news story would report a city council meeting or how an accident occurred and what resulted. In this story a reporter fulfills his prime duty, writing only what he sees and hears without injecting personal opinion or judgment.

INTERPRETATIVE This story, also known as reporting in depth, explains the significance of a current event, its historical background, how it compares with a similar situation in another locality and possibly how it may affect the future.

SPECULATIVE This story reviews possibilities of a situation, detailing what has happened, what could take place and what effects it could have.

PROMOTIONAL This is material prepared with the objective of inducing the reader to support or endorse a specific project or product. To illustrate, it could be an article urging purchase of government bonds or donating money to the United Fund. Reputable newspapers publish this type of material only when it is designed to further the cause of some obviously worthy public service without commercial connections.

PROPOGANDA This type of so-called news is sometimes issued by governments, political parties, organizations or individuals to further their own ends, basically to create an impression favorable to the issuer.

ACTIVITY

Read some news stories and decide which of these five kinds of news stories they are.

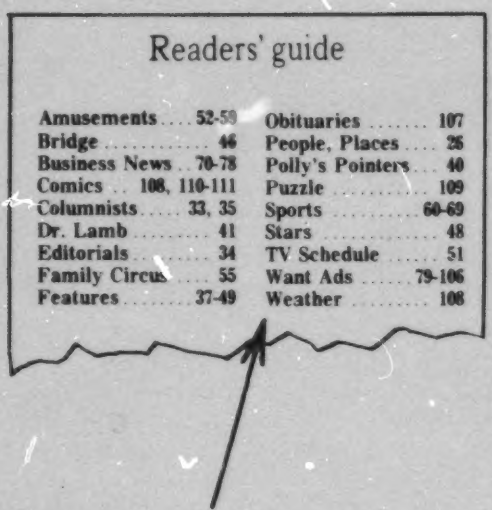
PROPAGANDA AND THE NEWSPAPER

1. Band Wagon — Everybody's-doing-it-so-don't-get-left-out psychology.
2. Name Calling — Use of terms such as pig, dove, warmonger, communist.
3. Glittering Generalties — Use of words which sound good but on further evaluation mean very little. Used in political campaigns.
4. Testimonial — Using a famous person to endorse a product or an idea.
5. Plain Folks — Using the appeal that a person or idea is good because it is part of the common people.
6. Card Stacking — Selecting and using facts to give a false or misleading idea.
7. Transfer — Carrying over the reputation of some organization which is respected to a program to get it accepted.

ACTIVITIES

1. Find a good definition for propaganda. When does propaganda serve a good purpose? When is propaganda definitely bad?
2. Search news articles and editorials for propanda devices. Underline and identify any propaganda techniques used.
3. Read "Letters" on the editorial page and look for propaganda techniques. Rewrite any letter omitting all the propaganda devices. Does this change the effectiveness of the letter?
4. For more propaganda activities, look under Advertising.

THE FOLLOWING SECTIONS TAKE YOU THRU THE CONSTRUCTION OF THE NEWS-PAPER USING ACTIVITIES TO ILLUSTRATE EACH SECTION.



Readers' guide

Amusements	52-53	Obituaries	107
Bridge	46	People, Places	26
Business News	70-78	Polly's Pointers	40
Comics	108, 110-111	Puzzle	109
Columnists	33, 35	Sports	60-69
Dr. Lamb	41	Stars	48
Editorials	34	TV Schedule	51
Family Circus	55	Want Ads	79-106
Features	37-49	Weather	108

•INDEX

Use to locate the newspaper section you want.

Our INDEX is on page three and is called?

SECTIONS:

1·NEWS REPORTS

2·EDITORIALS

3·FEATURES

4·SPORTS

5·FINANCIAL NEWS

6·ADVERTISING

7·COMICS

USE "READERS' GUIDE"

1. Find "Little People's Puzzle." (Puzzle)

2. Find Dow Jones Industrials Average for yesterday. Did it go up or down? (Business News)

3. Find and read the third item in "People & Places" column.

4. On what page is the political cartoon printed today? Discuss. Who is the artist? (Editorials)

5. Who is the artist of "Family Circus?" Explain today's cartoon.

6. Find KBTV-TV schedule. What program is on at this time? Would you watch this program if you were at home? Why or why not?

7. Find "Polly's Pointers." What subjects were featured today? Discuss.

8. How many sports reports did we use today from AP and UPI?

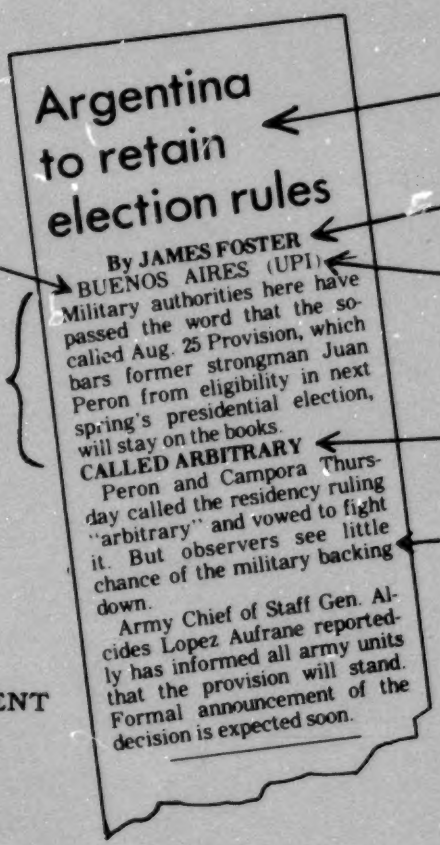
9. How many funeral notices are printed in today's paper? Discuss the importance of this page. (Obituaries)

10. Find want ads.
    How many bicycles are listed for sale today?
    Which one would you buy? Why? (#5950)
    Name the different kinds of pets listed for sale today. (#5011A)

SECTION 1:

NEWS REPORTS

• NEWS REPORT


Argentina to retain election rules
By JAMES FOSTER
BUENOS AIRES (UPI) Military authorities here have passed the word that the so-called Aug. 25 Provision, which bars former strongman Juan Peron from eligibility in next spring's presidential election, will stay on the books.
CALLED ARBITRARY
Peron and Campora Thursday called the residency ruling "arbitrary" and vowed to fight it. But observers see little chance of the military backing down.
Army Chief of Staff Gen. Alcides Lopez Aufrane reportedly has informed all army units that the provision will stand. Formal announcement of the decision is expected soon.

HEADLINE

BYLINE

NEWS AGENCY

SUBHEAD

BODY OF NEWS REPORT

DATELINE

LEAD

SHOULD TELL WHO, WHAT, WHEN, WHERE AND WHY

TYPES OF LEAD

1. SUMMARY
2. DIRECT APPEAL
3. CIRCUMSTANTIAL
4. QUOTATION OR STATEMENT
5. DESCRIPTIVE
6. SUSPENDED INTEREST

WHAT IS NEWS?

Today ask the class "What is news?" Have pupils write a one- or two-sentence definition of "news" and follow with a class discussion of these.

Student definitions will vary, but be sure to include the following as part of your discussion:

1. News is anything which interests a large part of the community and has never been brought to their attention before.
2. News is everything interesting about life and people.
3. News is the reporting of an event of actual happening.
4. News is a timely report of anything of interest to humanity.
5. Five kinds of news stories.

Write the eleven determinants of news on the blackboard and acquaint the students with the meaning of each term.

1. Immediacy (timeliness): If the newspaper can beat radio and television to some news.
2. Proximity (nearness): If the mayor of Denver is killed, this is more important than something happening in Africa.
3. Consequence: What happened may affect us in some way.
4. Prominence: We are interested in prominent people.
5. Suspense: We wonder about the outcome of an election or a search for a lost child.
6. Oddity: Not important but odd. An elephant race, students crammed in a phone booth.
7. Conflict: A struggle between human beings, between man and nature, conflict of ideas, and war.
8. Human Interest: The story arouses our emotions — a child holding a puppy or the friendship of an old man and a child.
9. Progress: Advances in science, medicine, education; or the lack of progress.
10. Magnitude (size): A few dollars missing may not be news. A million dollars missing is news.
11. Romances, murders, divorces and various escapades.

ACTIVITIES

1. Select news articles and tell why they are news. Note that some articles may have several determinants that make them newsworthy.
2. Make a list of news stories which you think will be continued on the following day. On the next day make a check list noting which stories were continued and which were not. Discuss in class why some were continued and why some were not.

NEWS SOURCES

A. EARLY FORMS OF COMMUNICATION OVER A DISTANCE

Have pupils make a list of as many means of communications as they can think of since early times; e.g., jungle drums, carrier pigeon, smoke signals, heliograph, semaphore, Morse code, etc.

(Note: "Semaphore" is derived from the Greek word "Sema," meaning "a sign," and "phore," translated as "bearing or carrying." "Helio" is a Greek word meaning "sun." The ancient Greeks used the semaphore and heliograph as a means of speedy communication.)

Have several students read their lists of communication methods. Discuss these and explain to pupils how improved communications help to make the news in their newspaper as immediate as it is; e.g. teletype, Telstar, wirephoto, telegraph, radio-telephone. Use material available in any encyclopedia or reference book. (Note: "tele" is a Greek word meaning "distance.")

B. MODERN FORMS OF COMMUNICATION OVER A DISTANCE

teletype	telegraph
wirephoto	telephone
radio-phone	telephoto

International news flows through:

1) Submarine cables
2) Telegraph and telephone lines
3) Radio, including radio-phone and point-to-point radio
4) Teletype and wire photo

C. NATIONAL AND INTERNATIONAL NEWS AGENCIES

AP — Associated Press

UPI — United Press International

SHNA — Scripps-Howard News Alliance

Hundreds of stories are received through teletype machines from these wire services (news agencies) daily. The telegraph editor will sort through these stories and pick out the most important and most interesting to appear in the paper.

UPI PHOTO Over a hundred pictures are received daily. These are transmitted from the news agency through leased telephone lines one line at a time. It takes from 7 to 10 minutes for one full picture to be received. The NEWS also has transmitting equipment to send local pictures.

The credit "UPI PHOTO" under a picture indicates that it is from this source. Two other sources of photographs are staff photographers and publicity pictures.

1. What is AP? What is UPI? What is the function of these organizations? What is UPI PHOTO? What is SHNA?
2. Have pupils choose a news article to clip. Have them examine their clippings and try to determine how the news item was transmitted. Discuss news pictures and credit lines that show sources.

D. DATELINE

The line at the beginning of the story giving the place of the reported incident.

This is followed by the initials of the news agency or wire service unless this information was already given under the byline. If the news is local, no dateline or wire service is indicated.

LOCAL news is of interest to people in the Denver area.

REGIONAL news is of interest to people in this region. Discuss what is meant by the word "region."

NATIONAL news is about something which happened in the United States and which may be of interest to all citizens of our country. Discuss whether some things that happen in the Denver area might be of national interest.

INTERNATIONAL news is made any place on the globe and is of interest to people in many countries. Discuss what kinds of stories about things which happen in the United States might be of international interest.

ACTIVITIES

1. Explain how you can recognize a local story.

2. Read the dateline and give the number of:
   a. Local stories _____
   b. Regional stories _____
   c. National stories _____
   d. International stories _____

3. Clip one example each of a local, regional, national and international story. Give the main fact expressed in each article.

E. BYLINE

A byline is simply the word "by" followed by the name of the reporter who wrote the story. Occasionally wire service stories use a byline. The City Editor determines whether a reporter will be given a byline on a local story depending on the content of the story and the work involved in obtaining it. This is determined on an individual story basis.

ACTIVITY

Find and list six bylines.

HOMEWORK

1. Find all the LOCAL news articles on the first 6 pages. Tell who is mentioned and what is his or her position. Why did the article appear in the paper?

2. Find examples of international, national, regional and local news. If a news agency was the source of the story, tell which one.

3. Look for international news. List the names and capitals of the countries mentioned.

III. KNOW YOUR NEWSPAPER (Answers in appendix)

1. How does the NEWS receive NATIONAL and INTERNATIONAL news stories?

2. What is a WIRE SERVICE?

3. Name three WIRE SERVICES used by the NEWS.

4. What is a BYLINE?

5. Does every reporter have a BYLINE?

6. Who reports STATEWIDE stories?

7. WORLD-WIDE NEWS stories reach this country by what methods of communication? List five.

8. List three ways that a newspaper receives pictures.

9. Explain how you can identify the source of a picture.

10. What is the name of the world-wide PICTURE SERVICE used by the NEWS?

11. Are UPI PHOTO pictures received by wire or wireless communications?

12. Discuss the difference.

13. Does the NEWS ever send pictures to other newspapers?

HEADLINES

A well-written headline expresses the main fact of the story. A headline can only fill a certain space determined by the size, location and importance of the story.

ACTIVITIES

1. Have the class examine headlines to see how well they express the main idea of the story. See if they can write a better headline using the same number of letters.

2. Clip headlines off of a dozen news stories and have students match them to the stories.

NEWS STORIES

Explain the characteristic of a well-written news article. Several factors are:

1. The article is factually accurate. In most cases readers must assume that articles are accurate since they do not have other access to the facts.

2. The article is objective and does not include content intended to persuade the reader to a particular point of view.

3. Answers to the questions who, what, where and when appear near the beginning. The answer to the question why may be simple and appear near the beginning or be complex and require the remainder of the article.

4. Good judgment is exercised in deciding on the importance of each point. Minor details are not overemphasized.

5. The article is concise and does not ramble.

6. Standard English is used.

Discuss the five W's of a news story: Who, What, Where, When, Why and sometimes How. Write on the blackboard for pupils to copy and memorize:

My Six Servants

I keep six honest servicing men;
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.

—The Elephant's Child
by Rudyard Kipling

READING A NEWS STORY

A news story opens with a lead paragraph which usually gives three or more of the 5 W's and H — Who? What? When? Where? Why? and How?

Have students read the following lead paragraph of a news story and answer the questions.

MAYOR FOR A DAY

To give our future citizens an opportunity to participate in local government, the senior class spent a day at the City Hall yesterday. They were the guests of the mayor. A mock election was held to select a mayor for the day to give the students practice in voting.

WHO .....
WHAT .....
WHEN .....
WHERE .....
WHY .....
HOW .....

DISCUSS

1. What is the name of the first paragraph of a news story?
2. A well written LEAD will contain the answers to what questions?
3. Why are newspaper stories written in this style?

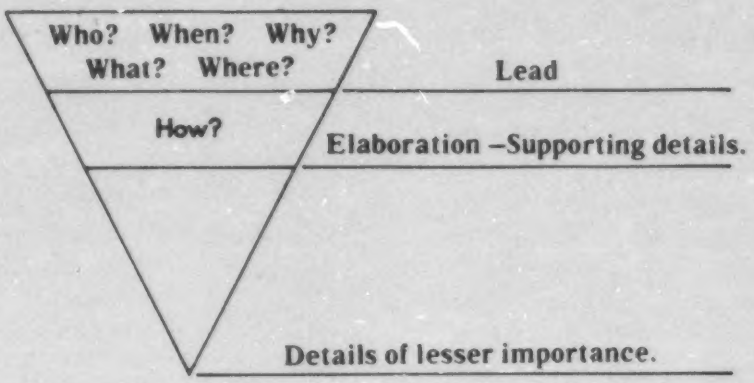
DOONESBURY

WRITING A NEWS STORY

Using the following facts, have students write a lead paragraph. Include the important facts using the five W's and H.

Who?	Jim Doc
What?	will be honored
When?	next Friday
Where?	at the Rotary luncheon
Why?	outstanding work for crippled children
How?	leadership in taking children to camp

This form is know as the INVERTED PYRAMID style of writing. The story is summarized in the first paragraph — all the key facts are contained in the lead. Other details are arranged as to importance in the remaining paragraphs of the story. Present the following pyramid to the class.



Have students make a blank pyramid like this one on their paper. Choosing a news story, have them print the 5 W's in their pyramid. Then have them print one supporting detail in the pyramid and one less important detail. Discuss.

ACTIVITIES

1. Choose a news story which has more than one where or why. Circle and label.
2. Select an article. Find the main idea; circle. Find the details; underline. Put information into the inverted pyramid.
3. Select a news article. Circle the main idea. Mark out sentences that restate the main idea. Mark out sentences not essential to the main idea. What remains?
4. Identify the order in which the who, what, when, why, where and how occur in the lead paragraph.

5. Study headline to see if the who, what, where, when, why and how questions were answered. Circle each question answered and write out the question.

6. Shrink a story! Select a news article six to eight paragraphs in length. Read to decide which paragraphs could be omitted without loss of meaning.

7. Clip several news stories, cutting off the headlines. Have class read each story and write a headline.

8. Write headlines for nursery rhymes, for example:

Little Miss Muffet	GIRL FRIGHTENED BY SPIDER
Peas, Porridge Hot	PEOPLE'S TASTE FOR PORRIDGE VARIES
Humpty Dumpty	MEN AND HORSES FAIL TO REVIVE CRASH VICTIM

9. Have pupils write a news story of about 100 words telling about an interesting incident. Subject can be about imaginary people or someone they know. The heading for this story should be written as if it were a newspaper headline. Check for inverted pyramid style of writing.

10. Assign each of your students to cover a different news source at school and write a news story. Possible sources: club sponsors, club presidents, coaches, committee chairmen, administrators, etc. Consult school activities calendar. Check for inverted pyramid style of writing.

11. Pretend to be a news source. Have a "Press Conference" in which students interview you. Then they must write a news story. (Also, be a person relating to a content area — for example, a scientist in science class.)

12. Choose a fairy tale, fable or nursery rhyme. Rewrite it as a straight news story.

EXAMPLE:

COUPLE INJURED IN FALL FROM REITZ HILL Jack Brown, 29 Mother Goose Lane, and Jill Smith, address unknown, received numerous injuries attempting to climb Reitz Hill early today.

Brown is at Denver General Hospital with a broken crown. His condition is listed as fair. Miss Smith was treated for cuts and bruises and released.

Brown and Miss Smith were allegedly going to fetch a pail of water when the mishap occurred.

13. Choose a news story. Use it as a source for writing a poem or short story.

HOMEWORK

1. Find examples to represent three of the five different kinds of news stories. Tell what kind each one is.

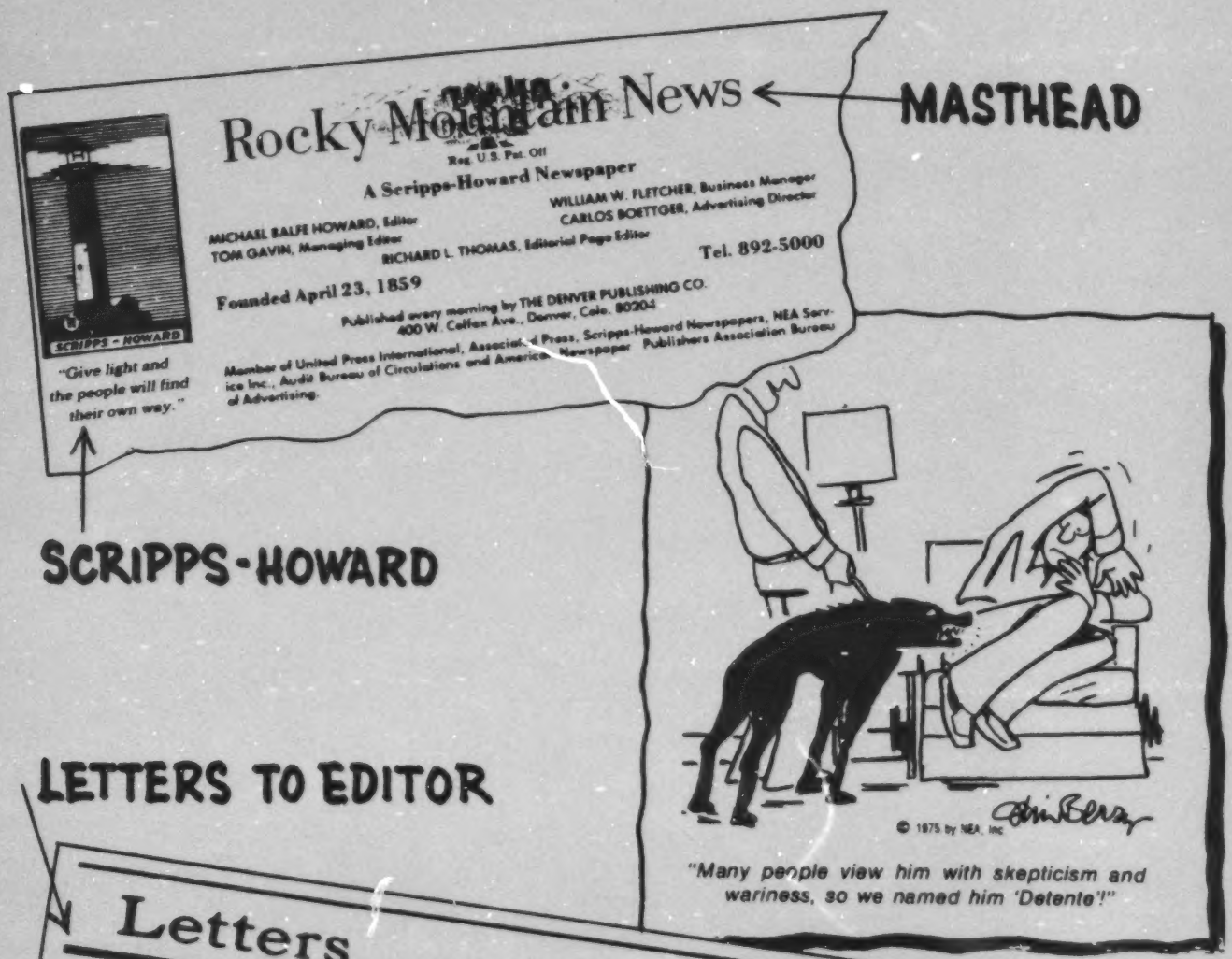
2. Have students select one or two items from their papers. Ask them to write a paragraph explaining why it is news and why it is worthy of publication. Younger students may simply write two or three sentences telling why it is important.

3. Assign students to interview another member of the student body and then write a story about their interview.

4. For a one-week assignment, have students clip all stories from the newspaper which they think will be historically important in one hundred years. Have them explain and discuss their choices.

SECTION 2:

Editorials


Rocky Mountain News
MASTHEAD
Reg. U.S. Pat. Off
A Scripps-Howard Newspaper
MICHAEL BALFE HOWARD, Editor
TOM GAVIN, Managing Editor
WILLIAM W. FLETCHER, Business Manager
CARLOS BOETTGER, Advertising Director
RICHARD L. THOMAS, Editorial Page Editor
Tel. 892-5000
Founded April 23, 1859
Published every morning by THE DENVER PUBLISHING CO.
400 W. Colfax Ave., Denver, Colo. 80204
Member of United Press International, Associated Press, Scripps-Howard Newspapers, NEA Service Inc., Audit Bureau of Circulations and American Newspaper Publishers Association Bureau of Advertising.
SCRIPPS - HOWARD
"Give light and the people will find their own way."
SCRIPPS-HOWARD
LETTERS TO EDITOR
© 1975 by NEA, Inc
"Many people view him with skepticism and wariness, so we named him 'Detente'!"

Letters

Letters must be signed with name and address. Short ones are less likely to be edited. Initials will be used on letters only if the editor deems them necessary. Letters become the property of the News, and cannot be returned.

New vote on RTD

Editor: Since the voters approved the financing of mass transit in September of 1973, RTD has made considerable changes in both the financial and physical structure which warrant a new vote.

The cost of $1.3 billion has risen to $2.5 billion. The only answer to this by RTD management has been a public "threat" on RV, informing us that this is true, [illegible] the citizens [illegible]

What we heard there was even more alarming. "Hopefully," "we don't know," "we will find out" and "assume" predominated in a search for facts.

There is much talk by RTD about protecting birds, foliage, etc. There was very little worry about the eye and ear pollution facing the people.

Colorado's biggest industry is tourism a[illegible] people to [illegible]

their street will not become a new main artery for new heavy traffic to accommodate the monster ART?

Aurora is now putting the commercial rights of the Aurora Mall ahead of the quality of citizen life along the Colfax corridor.

The people are entitled to another v[illegible] to stop [illegible] too late

regard for the human life and your seemed interest in another's suffering. It is bad enough that the news media thrive upon death and murder [illegible] they could be reporting human istic experiences of [illegible] nificance rather than ing upon the personal tra[illegible] exhibited

The editorial section is the part of the paper in which the newspaper expresses its own opinions on events, trends and situations.

The rest of the newspaper reports the deeds and words of the community, the nation and the world. The editorial section comments, criticizes or commends. It is the newspaper's subjective look at objective news.

It is a basic responsibility of a good newspaper to interpret news. Editorials represent the newspaper's views on pertinent local, national and international issues or events. They may either interpret, criticize, persuade, praise or entertain. The really good editorial is founded firmly on the facts. The opinions formed are presented in the editorial columns.

The balance is devoted to articles, usually by syndicated columnists, on topics of current or lasting interest to inform the reader and to enable him to draw his own conclusions. These articles do not necessarily coincide in all respects with the views in the editorial columns. They are published to provide a spectrum of thought and views. Letters from the readers expressing their opinions are also a part of this section, as is one or more political cartoons commenting on an editorial subject.

The editorial page is not the product of any one mind. It is the consensus of all who have a hand in its direction or production — the editors, editorial writers, columnists and cartoonists.

Basically, it is the newspaper's voice.

MASTHEAD

The masthead is a box of pertinent information about the newspaper. The masthead in the Rocky Mountain News is located on the editorial page. Find the masthead and note the information listed.

IV. KNOW YOUR NEWSPAPER (Answers in Appendix)

1. Where is the Masthead? What is it?

2. List the following information:

   Our Address .....

   Zip Number .....

   Phone Number .....

   Our Editor .....

3. Can you find the name of an important organization which is known by the initials ABC?

4. When was the NEWS founded?

5. What is the motto that accompanies the Scripps-Howard emblem, the lighthouse?

READING AND WRITING EDITORIALS

Discuss the difference between fact, opinion, propaganda, commentary, political cartoons, letters to the editor. Discuss the difference between front page news and editorial writing.

Discuss the different purposes of editorials, such as to interpret, criticize, persuade, praise or entertain. See if the class can find an example of each type of editorial.

Explain the characteristics of a well written editorial. Several factors are:

1. The editorial is unitary — on a single topic.
2. The editorial identifies an issue and frequently proposes a solution.
3. The position taken is socially responsible.
4. Facts are presented honestly and fully.
5. Ideally, the problem is identified shortly after it develops and a solution proposed before the problem becomes serious.
6. The editorial is concise and to the point and ordinarily is written in standard English, although emotionally laden adjectives may be included.
7. Literary devices such as irony or satire may be employed.

DEVELOP CRITICAL READING

Students may develop the habit of critical reading by asking themselves:

1. Who writes it?
2. Is the writer an authority?
3. Does the writer seem impartial?
4. Does the writer seem radical or conservative?
5. What is his political and economic background?
6. Is the article written in the language that the average reader understands?
7. Is the style clear?
8. Is the reasoning sound?

QUESTIONS FOR DISCUSSION

1. What are the general features usually found on the editorial page?
2. What is the purpose of an editorial?
3. Do you like the editorial page of your newspaper? Why?

4. What is the difference between editorial and news columns.
5. Why are editorials not signed?
6. How can you judge the excellence of editorials?
7. Why is the editorial page so different in appearance and content from the rest of the paper?
8. What relation does the editorial page have to the front page?
9. Are all editorials inspired by current news? Why?
10. In your own words, what is an editorial?
11. Do you have to believe what you read in an editorial?

ACTIVITIES

1. Read at least one editorial. Look up the definition of unfamiliar words.
2. Read the editorials. Tell in 2 or 3 sentences what each is about. Choose one and explain why you agree or disagree with the editor.
3. List three statements from the editorial page which state opinions rather than facts.
4. Write a news story in which you insert numerous examples of editorializing. Give to another student to rewrite the story eliminating all editorial comments.
5. Read a news story and an editorial on the same subject. Analyze as to whether all the news was presented in both articles. Determine whether the editor's views were present in both articles.

HOMEWORK

1. Write a brief editorial commenting on some important news of the day.
2. Younger pupils may be asked to build sentences using lists of unfamiliar vocabulary from the editorials.

POLITICAL CARTOONS

In order to understand cartoons, students must read to gain the necessary background of information. Also, they must have an understanding of the symbols used:

Uncle Sam	The United States
Donkey	Democratic party
Elephant	Republican party
Rising Sun	Japan
Dove	Peace
Hammer and Sickle	Russia or Communism

Have the students collect cartoons containing the symbols given above. Bring samples of other symbols used in editorial cartoons.

Study one cartoon.

What is the cartoonist trying to say?

Who is the artist?

Find the news story which influenced the cartoon.

Is there an editorial on the same subject?
If yes, do the editorial and the cartoon agree?

Explain the characteristics of good editorial cartoons.

1. Editorial cartoons have a single topic.
2. The issue is clearly defined by the cartoon and is usually very simplified.
3. Exaggeration for emphasis is a frequent and acceptable device.
4. Satire is found in a high proportion of cartoons.
5. Cartoons are much more likely to identify problems than to offer solutions, although solutions sometimes may be implied.
6. Caricature of prominent persons is typical.
7. Personification of institutions (big business, unions, etc.) is a frequently used device.
8. The reader often needs a good background knowledge of the topic to understand adequately many cartoons.

ACTIVITIES

1. Study the political cartoon in today's newspaper. What idea is the artist trying to put across. Would you make any changes?
2. In your own words, describe a political cartoon.
3. Choose an article that has to do with education or the public school system. Draw a cartoon showing your opinion.
4. Select a news story. Try to draw a cartoon in which you illustrate the central meaning of the story or in which you express an opinion about the story.
5. Make a dictionary of symbols used in editorials. Try to include as many examples as possible.

LETTERS TO THE EDITOR

Letters to the editor provide the reader of a newspaper with the opportunity to express his own ideas and opinions regarding current issues. About one-tenth of all the letters the newspaper receives are printed.

V. KNOW YOUR NEWSPAPER (Answers in Appendix)

1. Our LETTERS TO THE EDITOR column is called?

2. On what page do we publish these letters?

3. Select a letter to read and discuss.

4. Who wrote the letter?

5. Why did he write a letter to the editor?

6. What subject is discussed in the letter?

7. Do you agree or disagree with this person's opinion?

8. Why are letters to the editor important to readers?

9. Are all the letters received printed in the newspaper?

10. Is there a limit to the length of a letter published?

ACTIVITIES

1. Read "Letters." Tell who wrote each and why. Write an opinion on the same subject in the form of a letter.
2. Find three letters that were printed today. In one sentence write what they were about.
3. Choose an article from the front page; write a letter to the editor and tell him what you think about this current situation.
4. Write a letter to the editor stating beliefs on any topic of interest to you.

ADDITIONAL EDITORIAL ACTIVITIES

1. Compare the editorial pages of several newspapers.
2. Determine the percentage of fact and opinion in three editorials.
3. Draw a cartoon illustrating a timely political idea.
4. Write a letter to the editor criticizing a recent editorial.
5. Select an editorial and suggest ways it could be improved.
6. Select a story in the day's news which you consider worthy of comment and write an editorial.
7. Prepare a list of ten topics or subjects which would be appropriate for editorials.
8. Select an historical episode; gather material from several approved sources and write an editorial.
9. Write a letter to the editor praising or criticizing some recent action of the city, state or national government.
10. Divide into committees and debate controversial topics discussed in the newspaper.
11. Make a scrapbook of the most interesting editorials over a set period of time.
12. Analyze the structure of an editorial by outlining.

SECTION 3:
FEATURES AND AMUSEMENTS

More women th… r hold pol…

Features

The medical consumer

Films — drama — music

Denver TV schedule

Ella … a position higher than governor of Connecticut?

By GINNY PITT
Associated Press

The governor of Connecticut, a former member of the U.S. House of Representatives, has been mentioned as a possible vice presidential candidate in 1976.

The lieutenant governor of New York demanded and got twice as much money for the operation of that office as the man who previously held the post.

The citizens of Walthourville, Ga., voted the mayor … all five city councilors into office …

… listed in conference records as mayors, some head small municipalities, such as Mayor Anderson; mayor Hazel Heath … Homer, Alaska, pop. 1,083, and Mayor Bette … Watertown, S.D., pop. 13,388.

… zed cities and several … executives, in… lose, …

SPRINGBO…

The governmental … springboard to national poli… state legislature. Many congressmen a… ans of their state general assemblies, and o… approximately 7,500 state lawmakers in the na… tion today, 610 are female. In 196… legislators were women.

State Rep. Colle… Mich., at 23 … tors …

… like to … running for re… …ties."

… a Republican voted in by special … to fill a vac… two-year term last… difficult thing for w… positions of leader… other nine women …

to run for legislative leadership posts … around, "but it's really difficult becaus… politics won't vote for a woman in a le… position …

Some … olitics have been toss… name … Gov. Ella Grasso … as a … on the w… Dem… des… Gra… ids… a pr… nin… Last No… , becau… first woman … lected … nor without succeedi… id.

BLASTS GOVERNOR

In New York, Lt. Gov. Mary Anne K… … female gubernatorial stand-by … Gov. Hugh A. Carey for … to state posts. … male cha… …on…

relati… tors, insisted u… operation of her office, … previous lieutenant governor — … an … received.

There are approximately five statew… tive offices in each state, accordin… Weschler. Before the last election, … filled such posts. Today there are 5… statewide elective offices. California … necticut have female secretaries of st… chief j…

What's in the stars?

By Stella

Chan… …ali…

By ELLIE GROSSMAN
Newspaper Enterprise Association

NEW YORK — — They're beating up old ladies in London these days and calling it "granny bashing."

As if that weren't enough, the "granny bashers" are girls. Bands of young girls armed with knives, clubs, razors and their own fists, who wander the city streets at night looking for a victim — … female, usually old. Without provoca… victim …

"Secretaries, for example, are striving … come junior executives. Those who do a… are criminally inclined are then in a pos… embezzle. And the lower class woman … volved in deviant behavior to suppo… habit or feed her family wants a la… of the action,' too."

WILL INFILTRATE CRIME

Sooner or later, Dr. Adler say… infiltrate organized crime. … profit-making organizatio… any profit…

ry of Ho… . Hills be… r in 20…

FEATURES

Feature stories are printed for reasons other than straight news value. Though they contain news, they are intended to arouse human interest as well as to inform. The reporter has more freedom in his choice of words and personal reaction to the story. These stories have a broader time period in which they can be presented and still be of interest to the reader.

Explain the characteristics of a feature story. Some characteristics are:

1. Feature stories ordinarily are based on a topic of contemporary interest.
2. Feature stories often include a historical perspective that provides a background for understanding the current topic.
3. Observations and personal comments by the writer may be included.
4. Feature stories sometimes are humorous.
5. Feature stories often are based on unusual events.
6. Feature stories vary more widely in content than most other types of articles.

A large proportion of feature stories are found in the features section of the paper, but they may be found in other sections of the paper as well.

The kinds of stories and columns found in the features section vary from day to day. Discuss this section of the paper using the following questions as guides.

1. Why are the features pages so popular?
2. List three main columns found on these pages.
3. What types of business advertise in this section?
4. In what section would you find wedding announcements?
5. What are some of the subjects of stories found in this section?
6. What types of pictures appear here?
7. What is a consumer? Does the NEWS have any stories or columns especially for the consumer?

8. Find examples of the following:
   a. a wedding announcement
   b. information about current fashions
   c. a household hint
   d. travel information
   e. medical advice
   f. club news
9. Which part of the features section do you like best? Why?
10. The Food Fare section of the Wednesday paper contains recipes, shopping hints and grocery ads. Look through this section and list all the different kinds of information you can find.

AMUSEMENTS

Use the following questions for discussion:

1. What different kinds of information about amusements and entertainment in the Denver area can you find?
2. See if you can find an example of each of the following:
   a. a review of a movie
   b. a review of a play
   c. a review of a musical presentation
   d. a review of a book
   e. a story about art
   f. a review or preview of a TV program
3. Examine the TV schedules. What kinds of information are given about the various programs?
4. What kinds of ads do you find in this section?
5. What would you add to the entertainment pages?

ACTIVITIES

1. Compare a news story and a feature story.
2. In a feature story underline words and phrases that let you know it is a human interest story.
3. Write a feature story about a hobby that you have.

4. Interview someone that you know — another student, teacher, parent or friend — and then write a feature story. Include quotes, background information, physical description and interesting facts.

5. Study stories of weddings; then write an imaginary wedding story about two of your classmates or two rock or movie stars.

6. Write a "best seller" on aches, pains and cures. Use health articles from the newspaper. First list diseases and allergies. Then add symptoms and possible cures. Include news articles as well.

7. Cut out a recipe which sounds good. Figure the amounts needed if you:
   a. halved the recipe
   b. doubled the recipe
   c. needed to feed 30 people.

8. Select recipes. Analyze to determine appearance, cost, availability of ingredients and equipment, nutritive value.

9. Choose ten foods and compare prices at the different stores advertised. Determine which are best buys and why.

10. Compare the price of a steak dinner at a restaurant and at home using ads found in the paper.

11. Write a review of a movie or play you have seen recently.

12. Plan a fun weekend in Denver. Try to include:
   a. two meals at a nice restaurant
   b. one movie
   c. one tour
   d. one concert or play

13. Prepare your own ad about a current movie.

14. For one week organize a recreation center of information. Post all activities in which members of the class might participate.

15. Use the TV schedules. Compare the kinds of programs that are on during the day and in the evening. Are there any television specials on tonight? If so, what time and channel? Plan all the programs that you would like to watch tonight between 6:30 P.M. and 10:00 P.M. What is your favorite TV program? What time does it come on? What kinds of programs are shown on Channel 6 each evening?

VI. KNOW YOUR NEWSPAPER (Answers in Appendix)

1. Describe a newspaper syndicate.

2. What features are bought from a syndicate?

3. Where are crossword puzzles found in the News?

4. Select a cartoon. What does the cartoon say to you? Who is the artist?

5. Was this cartoon bought from a newspaper syndicate?

6. If so, list the name of the syndicate.

7. What is the difference between a cartoon and a comic strip?

SECTION 4:

SPORTS

Arena

News Wire Services

Football

NEW YORK — "I feel good — I am anxious to get to work," **Joe Namath** said Wednesday after signing a two-year, $900,000 contract with the New York Jets. Flanked by Jets president **Phil Iselin** and coach **Charlie Winner**, the 32-year-old quarterback was in high spirits as he affixed his name to a contract before a battery of reporters and cameramen. The contract, coupled with a recent $250,000-a-year deal with a cosmetics firm and other endorsements, puts Namath's yearly income at close to $1 million. Winner said he was "happy that Joe is back. Now we can prove that our six-game winning streak at the end of last season was no fluke, but an indication of our potential." Namath will now report to the Jets' training camp.

NIAGARA FALLS, N.Y. — Buffalo Bills' running back **O.J. Simpson** isn't saying exactly how many yards he would like to gain during this season, but "he's talking about 2,000," says teammate **Reggie McKenzie**, the big guard who paved the way for many of Simpson's record-breaking 2,003 yards in 1973. "He only got 1,125 last season because he was hurting so much," McKenzie said.

GREEN BAY, Wis.— Cornerback **Ken Ellis**, who has wall[ed] out of the Green Bay Packers' training camp twice in fo[ur] days because of a contract dispute, was indefinitely suspend[ed] Wednesday by coach **Bart Starr**. "Frankly, I'm kind of tired [of] fed up with this situation. I don't want to make any more of [it]," said Starr. Last spring Ellis reportedly had demanded a $12 contract.

Horse Racing

KNOXVILLE, Tenn. — Kentucky Derby winner **Pleasure** has been shipped from New York's Belmont [to] Saratoga Springs, N.Y., to begin preparations for the [Whitney] Stakes at Saratoga Aug. 16 owner **John L. Greer** said. [Pleasure] already has won $971,000, and if he should win the [Whitney] winnings would surpass the $1 million mark. He was [purchased] for $20,000 two years ago.

General

Paul Brocker, a Denver native and currently [assistant] sports publicist at the University of New Mexi[co], has been named sports information director at the University of Denver. Brocker was as[sistant] SID at Colorado State University fro[m] 1968-71. He is a journalism graduate of CSU a[nd] went to New Mexico a year ago. The new [DU] SID will assume the post in mid-August. [The] position has been filled on a parttime bas[is] in recent years.

Sco[reboard]

CHICAGO
of the Colle[ges]
Dyche Sta[dium]
wanted so[me]
fore goin[g]
Steelers.
"I war[ned]
scouts [that]
said, re[ports]
teams
practi[ce]
Aft[er]
mair[n]
Thu[rsday]
pla[y]
Bo[wl]
b[ut]

Scoreboard

Colorado State Closed tennis

SCHEDULE THURSDAY

Men's A Singles — 3 p.m. Vaughn vs. Page vs. A. Mares vs. Bresnick 3:30 p.m. Kelly vs. Woodard. R. Smith vs. S. Kelly vs. Hautzinger Carlstedt vs. MacMullen.

Women's Championship Singles — 10:15 a.m. Brown vs. Leonard. Paddock vs. Koontz vs. Kennedy. Hertzke vs. Freed. Vento vs. Sawyer. 1:30 p.m. Frohlich. Flynn vs. Schaefer. 3:15 p.m. Peterson vs. Stewart vs. Nordick.

Women's A Singles — 9 a.m. Becker vs. Curzon. Wilson vs. Gervasini. Koza. 8 a.m. Shattuck vs. McElvain.

Men's Championship Doubles — 7:30 a.m. Raz vs. Shreve. Lee-F. Roztocil-H. Noble vs. winner of C. Shaw vs. D. Grossman. Johnson. R. Zaslow vs. S. Sproul. Wilson-R. Wilson. J. McKown-D. Baer vs. M. Hershberg-S. D. Mallek-W. Schaefer-G. Shattuck vs. McElvain-J. Foltz vs. winner of R. Cortez. J. Shattuck vs. Capps-B. vs. G. Ganahl-Magee. 6:15 p.m. Silverman-P. Kelley vs. Moyle-Magee. 6:15 p.m. Landin-J. Whistler. L. Loeb-J. Hagan vs. Landin-J. Vaughn-R. Ruggles vs. R. Shurts-D. Grossman. Lone-B. Richardson vs. J. Lays-S. Sproul.

Men's A Doubles — 10 p.m. Frazier. Shannon vs. J. Lays-S. Sproul vs. Salazar-Perry. 3 p.m. McKnight-Gabler vs. winner of Lozow. Lozow vs. Pitman vs. Mares-Young. 3:30 p.m. Sewards-Gabler vs. Pritchard-Valley. 4 p.m. Edwards-Bennett vs. winner of Shepherd. Gibson vs. Carlson-Govan. 5 p.m. Sweet-Clarahan vs. Harrison-Thompson. 6:15 p.m. Speer. 6:30 p.m. Smith-MacMullen vs. Catlett. Dilsaver-Pigler. Janssen-Regnvall vs. C. McDuff-Menzer-K. Frohlich vs. R. Neher. 7:30 a.m. S. Menzer-K. Frohlich vs. R. Neher. 9 a.m.

Ladies A Doubles — 7:30 a.m. Bradshaw-Baxter vs. Gibson-Satterstrom. 7:45 a.m. Reseavage-Gilles vs. Gray-Zimmerhackel. 11 a.m. Gerrov. Coors. 11:30 a.m. Carlson-List. Noon Curzon-Richardson vs. winner of Bleuze-Smith. 1 p.m. Landin-Seiden vs. Wells-McGehee. 1 p.m. White-Bleuze-Smith. Carlson-Lyle vs. Richards-Brown vs. winner of Curzon-Lidzbarski-McCarthy vs. Gerou. Coors. 2:30 p.m. Bradshaw-Baxter vs. winner of Reseavage-Gilles vs. Koontz-Flynn vs. Gibson-Satterstrom. 1 p.m. Shurtz-White vs. winner of Pitz-Baker. 12:30 p.m. Foltz-Foltz vs. Wise-Coburt. Noon 11 a.m. Cookson-Wise vs. Hertzke-Shreve. 1 p.m. Janssen-Schaef. vs. winner of Benson vs. Yamamoto-Stewart. 2:45 p.m. Caspo-Minzer vs. Ray-Lawrence. 6:15 p.m. Kober vs. Hagan-Koontz. Sproul-Freed vs. Neher-King. Concialdi-Mueller vs. McElvain-Hopkins. Hoeschler-Peterson vs. winner of Shurts-White vs. Wise-Co-burt 7:15 p.m. Johnson. Cortez-Cortez vs. Johnson vs.

Men's Championship Singles — Results Wednesday (At Pinehurst)

Men's A Singles — Aslow def. Hopkins 6-2, 7-5; McKown def. Ganahl 6-1, 6-2; Hershberg def. Valley 6-0, 6-3; Concialdi def. McManus 6-4, 5-7, 6-0; Lays def. Ruggles 6-2, 6-1; Seward def. Stein 6-4, 6-3; McElvain def. Powers 6-4, 7-6; Wilson def. S. Ganzenmuller 6-3, 6-0; J. Gervasini def. S. McDonald 6-0, 6-0; J. Becker def. Neher 6-1, 6-4; C. Shattuck def. L. Smith 6-4, 6-4; C. Koza def. M. Guimarin 6-3, 7-5; C. Altman def. McElvain def. Murkavitz 6-4, 6-3.

Women's A Singles — Second round: M. List def. S. Johnson. P. Curzon-M. Richardson def. J. Baker. B. Gervasini-R. Johnson. P. Miser def. M. Baker 6-2, 6-3; Willison-Lyle def. J. Whitbeck. J. White def. J. Gentry 6-0, 6-2; A. Brown-S. K. Landin-D. Seiden def. J. Sinclair 6-1, 6-3; G. Merriman-D. Goos, default. Wells-McGehee def. K. Blue-B. Vinton 6-1, 6-0.

Men's A Doubles — D. Carlson-S. Johnson def. J. Baker-B. Richardson-S. Whitbeck-J. Seiden def. G. Scott-Mil-ler 6-4, 6-3; Burroughs-May def. Lyle-Willison 6-0, 6-2; Brown-Sinclair def. Merriman-Goos 6-1, 6-3; Wells-McGehee def. Vinton-Blue 6-1, 6-0.

Baseball's top ten

BY THE ASSOCIATED PRESS

Based on 256 at Bats

AMERICAN LEAGUE

Player Club	G	AB	R	H	Pct.
Carew Min	94	354	69	132	.373
Lynn Bsn	94	339	64	113	.333
Hargrove Tex	92	321	69	106	.330
Munson NY	99	376	53	117	.311
Washgtn Oak	97	390	52	117	.310
McRae KC	99	381	59	121	.307
Orta Chi	84	318	47	97	.305
Manning Cle	63	255	42	78	.302
Rice Bs	95	376	39	76	.298
Dent Chi	98	371	66	112	.298
	98	371	35	109	.294

Home Runs

R. Jackson, Oakland, 26. G. Scott, Milwaukee, 21; Bonds, Oakland, 21; May, Kansas City, 21; Burroughs, Texas, 19.

Runs Batted In

Lynn, Boston, 75; L. May, Baltimore, 74; R. Jackson, Oakland, 73; Rice, Boston, 71; Horton, Detroit, 67; G. Scott, Milwaukee, 67.

Pitching (10 Decisions)

Eckersley, Cleveland, 7-3, .700; B. Lee, Boston, 13-6, .684; Kaat, Chicago, Wise, Boston, 13-6, .684; Kaat, Chicago, Wise, Boston, 15-7, .682; Palmer, Baltimore, 12-6, .667; Blyleven, Minnesota, 9-5, .643; Blue, Oakland, 14-8, .636.

NATIONAL LEAGUE

Player Club	G	AB	R	H	Pct.
Madlock Chi	94	381	53	135	.354
T. Simmons StL	99	352	53	120	.341
Sanguillen Pgh	88	323	38	107	.331
Bowa Phi	77	332	47	109	.328
D.Parker Pgh	91	339	51	111	.327
Morgan Cin	97	336	70	110	.327
Watson Htn	86	333	49	120	.326
Brock StL	105	438	56	106	.318
Garvey LA	103	437	57	139	.317
Cash Phi	104	437	77	138	.316
Rose Cin			69	138	

Home Runs

Luzinski, Philadelphia, 28; Kingman, New York, 22; Stargell, Pittsburgh, 20; Bench, Cincinnati, 19; Schmidt, Philadelphia, 19.

Runs Batted In

Luzinski, Philadelphia, 68; Bench, Cincinnati, 80; Watson, Houston, 72; Staub, New York, 69; T. Simmons, St. Louis, 68.

Pitching (10 Decisions)

Hrabosky, St. Louis, 9-3, .750; Seaver, Cincinnati, 9-3, .750; Rogers, San Francisco, 10-4, .714; Andujar, Houston, 8-3, .727; Carlton, Philadelphia, 11-5, .688; Sutton, Los Angeles, 11-5, .688; Pittsburgh, 11-5, .688.

NFL transactions

Wednesday's Pro Football Transactions

By The Associated Press

NFL

MIAMI DOLPHINS — Signed offensive tackle Tom Funchess, Ve[teran]

NEW ORLEANS SAINTS — Signed running back Jim U[pchurch]

PHILADELPHIA EAGLES — Signed cornerback Cliff[ord] Cleveland Browns.

Rookies

NEW ENG[LAND]

ants center

Lions for d[raft]

BALTIM[ORE]

ning back

CHAR[GERS]

offensive

five

fullback

FIRST IN SPORTS

The sports section is one of the most popular sections of the newspaper. It might be considered a paper within a paper since it has its own editor, editorials, feature columnists and reporters.

Sports reporting has developed within the last few years from simply giving the results of an event to telling who made what happen and why. Since so many sports seasons overlap, the reporters compete for every inch of space available.

Sports news articles are written in the inverted pyramid style. Sports coverage ranges from international to local including professionals and amateurs.

Discuss the sports pages using the following questions.

1. List what sports are talked about on the sports pages today.
2. Which of these sports have you played?
3. Do you understand the rules of these sports?
4. Are there pictures on the sports pages? What are they about? Pick out all the action pictures.
5. What is a seasonal sport? List five.
6. Discuss how baseball averages are figured.
7. List five professional sports.
8. List five amateur sports.
9. What is the difference between professional and amateur sports?
10. What is a participation sport?
11. Is there a sports column? Who wrote it? What is the name of the column? What is it about?
12. List activities and kinds of subjects covered in the Rocky Mountain Outdoorsman section of the NEWS.
13. What types of businesses advertise on the sports pages?
14. Why do you think the items are advertised in the sports section rather than in other sections of the paper?

ACTIVITIES

1. Find pictures showing sports and recreation. In sports pictures list all the names of people you know who play that sport.
2. Look over the sport pages and tell what you know about the people mentioned. What sport are they connected with? What can you tell about their past records?
3. Look at headlines. Choose some that have vivid, descriptive or colorful verbs. List all the synonyms that you can think of for those verbs.
4. Find and list words that are common to the sports section such as "gridiron," "goalie," etc. Use each sports word in a sentence.
5. Write a sports story about a local school event.

SECTION 5:

BUSINESS AND FINANCE

Closing prices—New York Stock

UP
6.80
Dow Jones Average 30 Industrials
CLOSED AT
831.66

NEW YORK (UPI) — Following are prices on the New York Stock exchange at close.

1975 High	Low		Sales P-E (hds)	High	Low	close	Net Chg.
		A A					
82¾	46½	AbbottL 1.44	17 51	77	76¼	77	
41¾	38½	AbbottLb wi	14	38⅞	38¼	38⅞	— ½
47¾	33¼	ACFInd 2.40	9 14	43¾	43	43	
10¾	7	AcmeCliv .50	5 3	9⅛	9	9⅛	+ ⅛
4¼	1¾	AdmDr .02b	9 13	3¼	3⅛	3¼	
11	7¾	AdExpr .67b	15	10¾	10¾	10¾	
6¼	2⅛	Adams Milli	12	4¾	4¾	4¾	
9¾	3¼	Addrsarph	66 126	6¾	6¾	6¾	
10	7⅛	AdvInv .20b	22	8	8	8	
29¾	20	AetnaLf 1.08	13 255	25	24¾	25	
43⅞	31	AetnaLf pf 2	3	40	39½	40	
12	6⅞	Ahmson .20	6 97	9	9½	9½	
4⅞	1¾	Aileen Incp	9 19	4	3⅞	4	
12⅞	4⅞	AirbFrht .50	17 165	10½	10¼	10¼	
79¾	44¾	Air Prd .20g	6 183	70	69¼	70	+ ⅜
23¾	10½	Aircoinc .90	261333	20¾	20¼	20¾	+ ⅞
3¾	1	A J dustrs	3	2¾	2¾	2¾	
17¼	10½	Akzona 1.20	17	16	15⅜	16	
14⅜	7⅞	Ala Gas 1.28	5 5	14	13⅞	13⅞	+ ⅛
84½	69½	AlaP pf 8.28	250	80	80	80	+ ½
17⅝	9	Alaska Intst	11 99	14¾	14¾	14¾	+ 1½
19⅝	13⅞	Albnyint .60	12	15¼	15	15	
8¾	4⅝	AlbertoC .36	100 5	7	7	7	
20¾	12¼	Albertsn .60	9 5	18	17⅝	18	+ ⅛
26¾	18⅞	Alcan Al	10 285	22⅝	22⅜	22¾	+ ⅛
13¼	7½	Alco Std .50	5 49	12¾	12½	12¾	+ ⅛
29	15⅛	Alcon Lb .24	25 22	25⅞	25¾	25¾	
6¾	2½	Alexan .16b	8 145	6¼	5⅞	6¼	+ ½
6¾	3	AlisnMt .48b	11	4¾	4⅜	4¾	+ ⅛
11¾	6⅞	AllegCp .20b	8 39	8¾	8¾	8¾	
26⅞	20¾	AllgLud 1.80	3 32	23½	22⅞	23	
38⅞	31⅝	Allg Ludpf 3	5	35¼	34¾	34¾	
18¾	12⅞	Allg Pw 1.52	9 51	16½	16¼	16¾	— ⅛
11⅞	4⅛	AllenGrp .40	10 19	9¼	9	9	
42	27	Allid Ch 1.80	8 99	37¾	37¼	37¾	+ ½
15¾	8¾	AlldMan .54	7 22	12¾	12	12	
15¾	12½	AlliedProd 1	4 4	13	12¾	13	
40¾	15⅞	AlliedSt 1.60	9 76	38⅞	38¾	38½	
4	2⅛	Alld Supmkt	17	2¾	2½	2¾	+ ⅛
12¾	6⅜	Allis Cha .28	6 102	11⅝	10¾	11⅛	+ ⅜
8	5⅛	AllrghtA .56	7 17	7¼	7⅛	7⅛	
12½	7¾	Alpha Pt .32	4 4	9¾	9¾	9¾	+ ⅛
50¼	27⅞	Alcoa 1.34	11 261	44½	43¾	44⅛	+ ⅜
46⅞	26¾	AmalgSug .3	3 5	37¾	37½	37⅝	+ ⅛
54¼	28¾	AMAX 1.75	10 157	53⅞	51½	53⅞	+ 2⅜
135½	77	AMAXpf 5¼	12 130	126	126	130	+ 4
15	6	Ambac .60	6 252	13	12¾	13	+ ⅜
5¾	3	Amcord .28	6 14	5¼	5	5	
18¾	13¼	Amerac 1.20	4 2	17½	17½	17½	
23⅜	15⅛	AmHes .30g	5 153	20¾	20	20⅛	
		Hss pf 3½	5 15	51⅛	50¼	51⅛	+ ½
		AirFl .44	11 101	17¾	16	17¼	+ 1½
		lines	451	8¼	7½	8	
			18	12⅛	11⅝	12	
			130	37			

1975 High	Low		Sales P-E (hds)	High	Low	close	Net Chg.
48½	40¾	Cin G E pf 4	z30	44	44	44	
25½	16¾	CinMila 1.40	7 68	18½	18½	18⅝	
37½	30⅞	CIT Fin 2.20	9 69	36¼	35⅞	36	+ ⅛
39	28⅝	Citicorp .88	12 991	34¼	33⅝	33⅞	+ ⅛
50½	36¼	Cit Serv 2.40	9 109	45½	43½	45½	+ 1
6	2½	CitznSo .45b	187	3	2¾	2⅞	
9¼	4¾	City Inv .66	9 79	7½	7⅛	7⅜	
1¾	7-16	City Inv wts	47	1¼	1⅛	1⅛	+ ⅛
19½	11¾	City Inv pf 2	48	17¼	16¾	17⅛	+ ½
34½	22⅜	Clark E 1.60	8 75	29¾	29½	29¾	+ ⅛
14½	7¾	Clark Oil .50	59	11¾	11¼	11¾	
7	2⅞	CLC Am .24	5 35	5	4¾	5	+ ⅛
103½	66¼	ClvClif 2.60a	11 8	100¾	99½	99½	+ 1¼
28¾	23¾	Clev El 2.48	8 47	26⅛	25¾	25¾	
115¼	106½	ClevEl pf 12	z100	115	115	115	+ ¼
16	13¼	aClev & Pitt	z340	15½	14¾	15½	+ ⅛
10	7½	aClev&Pit B	z90	8¾	8⅝	8¾	— ⅛
13½	6¼	CloroxCo .52	14 229	11	11	11¼	+ ⅜
8	3¼	Cluett P .30	153	6¼	6	6	
11⅝	7⅜	CluettP pf 1	3	10⅝	10¼	10⅝	
13⅝	6¾	CMI Inv Cp	548	8¼	7¾	8¼	+ 2½
7⅞	2¾	CNA Financl	143	6¾	6¾	6½	
12	6¼	CNA pf 1.10	5	12½	12¼	12⅛	
12	9½	CNA In .76b	3	11¼	11	11	
1⅞	⅛	CNA Lawin	4	1	1	1⅛	+ ⅛
11⅞	6¼	CNALpf 2.10	3	7	7	7¾	+ ⅜
11¾	5¾	CoastSt Gas	4 280	9	8¾	8¾	+ ⅜
20⅞	15¾	CstSGpf 1.83	9	18¾	18¼	18¾	+ ⅜
93½	53¼	CocaCol 2.30	24 330	81½	80	80⅞	+ ⅜
9⅞	4¾	CocaBotl .40	17 255	74	73	73⅝	+ ⅜
14	6½	ColdwBk .36	9 2	11	11	11	
4¾	2	Coleco Indu	23	3¼	3¼	3¼	
34⅞	22	Colgate .68	16 383	28¼	28¼	28⅜	
51½	43	ColgP pf 3½	z50	46	46	46	
10⅛	4¼	Coll&Aik .40	49 41	9	8⅞	9	
5¼	2⅛	Collins Food	19 10	4¾	4¾	4¾	
41¾	24⅞	Col Penn .40	15 46	35	34¾	14	
22⅞	15½	ColonSt 1.25	7 35	21¼	21	21	
35⅞	23¼	Colt Indus 2	3 36	30	29¾	30	
		ColtpfA 1.60					
21	16¼	ColtIn pf 4¼					
54⅞	41½	Col Gas 2.06	7				
28¼	22¾	ColGs pf 5¾					
58	49¾	Col Pictures	18				
9⅝	2¾	Col So Ohio 2	6				
22¼	12¾	Colwell Mtg					
5	1¾	Combd Comm	7				
16⅞	5	Comb E 1.90	13				
57¾	25¾	Comb Ed 2.30	9				
29¾	22¾	CmwEd 2.30					
90	78	CWE pr 8.40					
79	70	CwE pr 7.24					
30½	25⅞	CwEdpf 2.12					
23¼	19	Com					
19⅞	16½	C					
22¼	17¾	C					
9⅞	7¾	C					
9⅞	7¾	C					
12¾	5¼	C					
22	13¼	C					
46½	28¾	C					
27⅞	9⅛	C					
6¾	1¾						

FINANCIAL NEWS

Financial pages are growing more important each day as more readers invest and speculate. Readers follow the stock averages very closely as they do stories by economists. There are stories of specific interest to the 25-30% of the population directly involved in business decisions and also stories which follow the activities of personalities in the business world. News of local business is another very popular feature.

Introduce briefly financial and business news.

ACTIVITIES

1. Have pupils state in class what sections of business news might be of interest to different kinds of business men; e.g., livestock reports to the farmer, shipping news to the exporter and importer, stock market quotations to the broker and investor, etc.

2. Present a business vocabulary. The following are good examples:

stock market	bonds	high
financial	shares	low
economy	interest	closing
blue chip	stocks	livestock market
subsidiary		

3. Assign students a certain amount of money with which they can buy stocks and bonds. Have them follow the market every day, and at the end of the unit have them compute their gains or losses.

VII. KNOW YOUR NEWSPAPER (Answers in Appendix)

1. What information is included in a stock market quotation?

2. What are the two main stock exchanges?

3. Follow one stock for one or more weeks to see if it goes up or down.

4. Are some of the news stories found on these pages local, or are they all about national companies?

5. What types of business advertise on these pages?

6. Why are livestock and grain reports important to the farmer?

7. Are SILVER FUTURES and METALS MARKET articles important to our area?

SECTION 6:

ADVERTISING

Amters
Terribly pretty turnout
for today, tonight and all your tomorrows. Both the cardigan jacket and gored skirt mix gardenias and squares in orange and lime on a black ground of handwashable polyester. A vibrant stroke of orange at the sashed tank. 10-18
For phone or
orders: Add sales
$1.00 for postage:
85c if C
DISPLAY AD
3163—Apartments, Unfurnished, East
JOB APPLICATIONS NOW BEING TAKEN
At the new Aurora Mall I-225 and E. Alameda Ave. Live 1 mile south on So. Abilene St. at Florida.
NEVIN GREEN APTS.
1 AND 2 BDRM. ATPS.
POOL AND PLAY-GROUND
START AT $120.
751-9128 755-5707
5 MINUTES TO LOWRY
MANDARIN
909 S. PEORIA
1 and 2 bdrm., 2 bath, unfurnished, from $149. Year round pool. Party, game, exercise rooms. Sauna, close to Buckingham Square. GE decora- for kitchens with dishwasher and dis- posal. Fully carpeted and draped. 344-4546, 744-6308
MONTVIEW PARK
APARTMENTS
A pleasant friendly place to live. 1-2- 3 bdrms. Beautifully carpeted and draped. All appliances. Extra large rooms, for a better place to live call Barb 341-7938. Pets accepted on all garden-level apts. No lease required.
TRIGG REALTY
Management Division w 755-5050
BLACK HAWK VILLAGE
ONE BEDROOM FROM $132
TWO BEDROOM FROM $155
SPACIOUS ADULT AND FAMILY COMMUNITIES.
1800 BILLINGS 364-7214
LARGE 2 Bdrm. carpet, no pets. 1 Yr. Lease. $170 per mo. $125 dam. dep. 1144 York St. 322-4254
NEAT 1 BDRM. $130
1598 Macon Eating space in kit., Adults no pets Please
1 BDRM. $160 2 Bdrm. $125. Kids, pets ok, Nice 2550 Ogden Call 861-7341 or 861-9248
2145 E. 16th 1 bdrm. unfurn. No pets or kids. $90 Mo. $25
or 333-7415
700 E. ELLSWORTH. 2 bdrm. kit., air cond. children O
4048 or 722-7981
ADULT, 4 rm
1220 E. 16th Av.
CAPITAL
apt. Utils fu
EXTRA
nr. Aurora
HOSP
3163—Apartments, Unfurnished, East
1425 YOSEMITE
New 1-bdrm., $135. Carpet, drapes, appls., air-cond., cpy., parking, bus. Kids considered. 377-9793.
3164 Apartments, Unfurnished, Southeast
PARK LAFAYETTE
From $225.00
Enjoy our outstanding new concept in adult living. New 1 & 2 Bedroom Apts. Available for immediate occu- pancy from $225.
We are located 1 block from Wash- ington Park, public transportation and minutes to downtown or Cherry Creek Shopping Cente
Our apartments include beautiful shag carpeting, drapery, terrific floor plan, private balcony, G.E. kitchen with self-cleaning oven, frost- free refrigerator, dishwasher.
Park Lafayette has a beautiful in- door pool, whirlpool, exercise room with saunas, sundeck, party room and outdoor tennis courts. Adults, no pets.
400 S. LAFAYETTE
744-6633/297-5000
VAN SCHAACK & CO.
PORTOFINO
LAKESIDE APARTMENTS
TOTAL AMENITIES. 1—2 Bdrm.
FROM . . . $155.
We accept cats and water beds.
1078 SO. DAHLI
EAST MISSISSIPPI AT P
759-
CLASSIFIED SECTION
49

ADVERTISING

Discuss advertising as a kind of news. Once ads were mixed in with news on the front page. Now their use by newspapers is more orderly.

Three kinds of advertising:

1. Local (Retail) — Primarily local retail stores.
2. National (General) — Name-brand advertising by national accounts.
3. Classified or "Want Ads" — One section devoted entirely to advertising divided into specific classifications.

DISPLAY AD FORMAT

Display ads compare with a show window in a store. Ads display ideas as well as specific products, services and prices. Used primarily by local and national advertisers, some will also be found in the classified section.

LOCAL (RETAIL) ads give specific descriptions as well as where and when item may be purchased, cost and so on, including the name of the retail store. NATIONAL (GENERAL) ads tell about economy, quality and features of the item; reputation of the company; why the product is a better value.

Find examples of local (retail) and national (general) advertising. Compare and discuss.

ACTIVITIES

1. Cut out ten names of stores advertising in the paper. Have students mount them attractively and tell why they think the stores have chosen these names.
2. Choose three food markets and compare prices. Where does it appear savings could be made?
3. Measure various sizes of display ads (14 agate lines per column inch). At $1.00 per line, how much does each ad cost per day?
4. Enlarge a small ad and color it.
5. Choose one large advertisement and list all the reasons why people might look at this particular ad.
6. List in alphabetical order the names of fruit and vegetables mentioned in one of the large supermarket advertisements.

7. Put the picture of a product on the bulletin board. Cut out all the descriptive words you can find to describe the product and make people want to buy it. Put them on the bulletin board around the picture.

8. Make up a display ad of your own. Advertise any product you choose. You may make up your own brand name. You could make yours funny or serious.

9. Find an ad that shows
   a. the band-wagon propaganda technique
   b. the transfer propaganda technique
   c. the glittering generalities propaganda technique
   d. the testimonial propaganda technique
   e. the plain folks propaganda technique
   f. the card-stacking/slanted words propaganda technique

10. Rewrite ads containing propaganda techniques, eleminating all the propaganda devices. Discuss how this changes the effectiveness of the ad.

CLASSIFIED OR "WANT ADS" SECTION

This is the market place in the newspaper for buyer and seller. Point out to the class that without advertising revenue, newspapers could not afford to be self-supporting and, therefore, free to print the news honestly and fearlessly.

Two formats are used in classified advertising — listing and some display. Listing classified ads must be concisely and precisely written. All unnecessary words should be left out without losing the meaning of the ad.

READING THE CLASSIFIED ADS TO LEARN THE CHARACTERISTICS. Have the class do these activities.

1. Find a classified ad for a pet. Read it. Clip it out and read it to the class.
2. Find a classified ad for a Chevrolet automobile.
3. Find a classified advertisement placed by a restaurant wanting a waiter.

Decide upon five characteristics of a good classified ad and write them. Some suggestions are that a classified ad:

1. Tells what the product will do for the buyer or tells what the advantages of the job are for the applicants.
2. Gives complete descriptive copy.
3. Gives price range of item or salary range of job.
4. Gives hours when the advertiser can be reached.
5. Gives phone number or address of advertiser.
6. Has an invitation to act — "limited quantities," "telephone now!"

ACTIVITIES

1. Teacher write a classified ad, using an abundance of words. Assign class to rewrite ad in as few words as possible without eliminating any information.
2. Have students write classified ads for any of the following:
   a. an ad to sell the house that you now live in
   b. an ad to rent your room. Make sure to list all its advantages.
   c. an ad to sell the family car
   d. an ad offering a service such as babysitting, mowing lawns, odd jobs
   e. an ad offering to trade marbles, baseball cards, comic books
   f. an ad for "wanted," a new place to live, a new teacher, a new job
3. Choose a classified ad and write a letter in answer to it.
4. Look through the classified ads for abbreviations. Tell what each abbreviation stands for (p.s.—power steering, a.c.—air conditioning, etc.)
5. Read the classified ads to see what kinds of jobs are available, what qualifications are needed, and what the salary ranges are.
6. How much revenue would be derived from a page of classified ads in the NEWS? Figure at the rate of $1.00 per agate line. There are 14 agate lines per column inch and 200 agate lines per column.
7. Write a one-page paper on the general subject of "Advertising" using material found in reference books at the library.

VIII. KNOW YOUR NEWSPAPER (Answers in Appendix)

1. What are the three types of advertising that appear in a newspaper?

2. What two kinds of advertising formats are used in a newspaper?

3. How are the rates for advertising determined?

4. What is the cost per agate line of advertising? How many agate lines in an inch? A column?

5. Compose a classified ad. Determine what it would cost for one insertion.

6. What types of business advertise in the classified section of a newspaper?

7. How much revenue is derived from one page of classified ads in the ROCKY MOUNTAIN NEWS if each line costs $1.00?

8. Why do newspapers carry a great deal of advertising?

9. Who may place an ad in the classified section of the newspaper?

10. Why is this section called classified ads?

11. What is the difference between a classified ad and a want ad?

12. Is advertising fact or opinion? Find a good illustration to support your thinking.

SECTION 7:
COMICS

COMICS

Turn to the comics and read them. Discuss which comic strips are humorous and which are adventurous and exciting. Are some comics silly? Out-of-date?

HOMEWORK

This is a pleasant assignment for the pupils. Have them read the comic strips at night and write a short essay on their favorite comic strip and give reasons for their choice.

Discuss last night's homework.

1. What is your favorite comic strip? Who is the artist?

2. Why does it appeal to you?

3. What has happened in the comic strip that has happened to you or in your home?

4. What comics do you read daily? Why?

5. Has your choice of comics changed over the years?

ACTIVITIES

1. Discuss the merits of certain comic strips and compare them to political cartoons on the editorial page.
2. Classify the comics. Which are funny? Which have a moral? Which could be true? Which are definitely fiction?
3. Cut apart the frames of a comic strip and mix them up. Give them to another student to put back in the right order. (Make it more difficult by including one frame from the same comic strip on another day or from a different comic so that one frame doesn't belong).

4. Cut a comic strip out of the newspaper and cut the words out of the bubbles. Give to another student to write in what he thinks the different characters said judging from the drawings.

5. Cut a comic strip out of the newspaper and cut off the last frame of the strip. Give the first frames to another student and have him tell what he thinks happened in the last frame. Compare it with the original.

6. Cut apart the frames of a funny comic strip and try to arrange them in the most humorous order possible. Is this the order the artist used?

7. Discuss what makes comic strips funny. What happens in the first frame, the second, the third, and so on? Are the results sometimes unexpected?

8. Compare the development of a comic strip to the development of a narrative story.

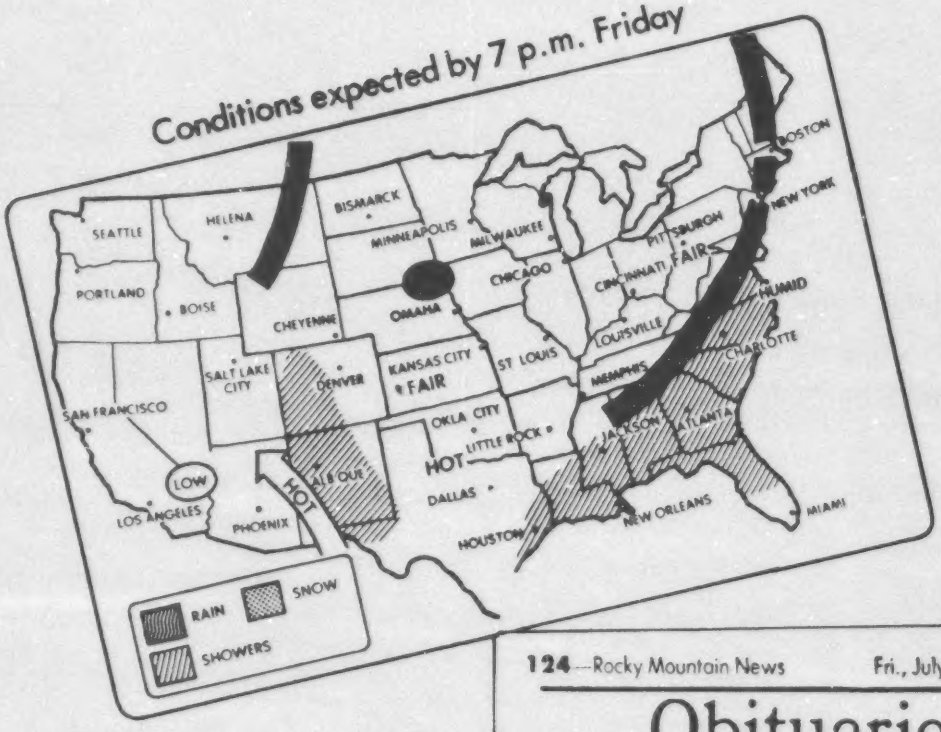
9. Watch the comic strips for vocabulary words you don't know. Can you determine the meaning of the word from the words around it and from the drawings? Cut the comic strip out and write the definition of the word underneath (use a dictionary if you need to). Make a vocabulary scrapbook.

10. Write a story using the comics. Tell what happens in each frame and also what each character is saying. Remember to write the words contained in each balloon as conversation using quotation marks, commas and periods. Tell who is speaking and use various synonyms for "said" — such as muttered, screamed, encouraged, whispered.

11. See if you can find a comic strip that deals with a problem, such as pollution or crime. What is the comic strip trying to say?

12. An explorer from another planet lands on Earth in the year 2525. The planet is totally barren — no animals, plants, buildings — nothing but miles and miles of open sand. He searches and finally finds one small bottle that contains a page of comics from today's newspaper. What kinds of things will he say about life on the planet Earth — its people, religion, politics, forms of transportation, superstitions, social classes, pets, etc.?

PLUS: WEATHER AND OBITUARIES



Warmer, isolated showers

FORECASTS
National Weather Service
Friday July 25, 1975

DENVER AND VICINITY — Fair nights and mornings, partly cloudy afternoons and evenings through Saturday isolated afternoon and evening showers and thunderstorms, warmer Friday High Friday 90, low 55 to 60

COLORADO — Fair nights and mornings, partly cloudy afternoons and evenings Saturday, isolated afternoon and evening showers and thunderstorms mainly mountains and east through Saturday, warmer east Friday High Friday and Saturday 80s and low 90s north, 90s and upper 90s south, 15 to 85 mountains; 50 to 60 lower elevations, 40 low mountains

WYOMING — Generally clear skies through Saturday, except for some afternoon cloudiness and isolated thundershowers, a little warmer Friday Highs, mostly 80s with a few low 90s lowes, upper 40s and 50s

Sun rises 5 52 a m sets 7 20 p m

THURSDAY TEMPERATURES
Airport Observations

High	82 degrees
Low	54 degrees
The mean temperature was	68 degrees

PRECIPITATION

Precipitation this month	2 19 inches
Precipitation since Jan 1	10 83 inches

NATIONAL WEATHER REPORT
THURSDAY, JULY 24, 1975

COLORADO Stations	L	H
Akron	55	86
Alamosa	44	81
Colo Spgs	53	76
Craig	36	88
DENVER	41	73
Ft Collins	53	88
Grd Junction	55	87
Greeley	63	84
La Junta	63	94
Lamar	66	94
Leadville	39	79
Limon	53	83
Pueblo	53	93
Trinidad		

REGION		
Albuquerque	53	86
Casper	50	82
Cheyenne	62	76
Garden City	56	83
Goodland	64	84
Laramie	57	76
North Platte	57	84
Rapid City	57	91
Rawlins	46	85
Scottsbluff	58	88
Wichita	70	93

NATION		
Anchorage	53	64
Atlanta	71	87
Bismarck	49	82
Boston	70	82

Stations	
Chicago	
Cincinnati	
Cleveland	
Dallas	
Des Moines	
Detroit	
Helena	
Honolulu	
Houston	
Indianapolis	
Kansas City	
Las Vegas	
Los Angeles	
Louisville	
Memphis	
Miami	
Milwaukee	
New Orleans	
New York	
Oklahoma City	
Omaha	
Philadelphia	
Phoenix	
Pittsburgh	
Portland	
Rapid City	
Salt Lake City	
San Diego	
San Francisco	
Seattle	
St Louis	
Tampa	
Washington	

57

124—Rocky Mountain News Fri., July 25, 1975, Denv

Obituaries

Miss Mary Helen Green

Mass of Christian Burial for Miss Mary Helen Green, a Denver businesswoman, will be at 9:30 a.m. Friday at St. Vincent de Paul Catholic Church. Burial will be in Mount Olivet.

Miss Green, a Denver native, who lived at 1190 S. Garfield St., died at home Tuesday after a short illness. She was 83.

She was born Feb. 22, 1892. She attended parochial schools in Denver and was graduated from Cathedral High School.

For more than 40 years Miss Green was secretary to the president of Denver Fire Clay Co. and was the firm's assistant treasurer. She later worked as secretary for the Argenzio Jewelry Co. for 16 years.

She was a member of Rocky Mountain Association of Credit Women, and was its second president. She also was a member of Denver Credit Men's Association, and was the first woman to be elected an officer.

She was a member of Altrusa Club of Denver and of St. Vincent de Paul Catholic Church.

Surviving is a sister, Miss Anna G. Green of Denver.

Memorial contributions may be made to the Dominican Sisters of the Sick Poor, 2501 Gaylord St.

Michael L. Patrick

Funeral services for Michael L. Patrick will be at 12:30 p.m. Friday at Howard Mortuary, Berkeley Park. Burial will be at Ft. Logan National Cemetery.

Patrick, who lived at 7331 W. 44th Ave., Wheat Ridge, died Tuesday at Mile High Stadium. He was 67.

He was born May 5, 1908, in Rouse. He was educated in Rouse and Walsenburg public schools.

WEATHER

Discuss the brief weather forecast in the right hand ear of the front page and also the weather map and information found in the newspaper (use the Reader's Guide to find it). Discuss the weather symbols used on the weather map.

Have students answer the following questions:

1. Which city in our state had the highest temperature?
2. Which city in our state had the lowest temperature?
3. What was the difference between the above two temperatures?
4. Which city in our state had the greatest difference between high and low temperature in one day?
5. Do any areas in the United States have rain expected for tonight? Name them.
6. Do any areas in the United States have snow expected for tonight? Name them.
7. Are there any warm or cold fronts shown on the weather map? Where?

OBITUARIES

Study the obituary section of the newspaper. Obituaries are short biographical stories of people who have died. Examine the structure of an obituary noticing what kind of information is given.

ACTIVITIES

1. Write an obituary for a pet you have or one you would like to have.

2. Write your own obituary.

3. Use a reference book from the library and write an obituary notice about a famous person, past or present. Some suggestions would be: George Washington, Marie Curie, Abraham Lincoln, Betsy Ross.

THE NEWSPAPER DAY

Arrangements to visit the newspaper office and plant with your students should be made as soon as possible. If the visit is not feasible because of the school's distance from the newspaper, the teacher can arrange for a talk by a newspaper representative who will come to the school. Encourage students to ask questions. Some questions which might be raised for discussion are:

1. Where does the paper's supply of newsprint come from?

2. How much newsprint and ink are used by the newspaper?

3. How much does it cost to produce a single newspaper?

4. How fast can the newspapers be printed?

5. What is the circulation of the paper?

Call 892-5282 to arrange for a tour or speaker.

WHAT A NEWSPAPER SHOULD BE EXPECTED TO DO

What are the capabilities of the American Press?

First, the newspaper should be able to supply accurate, objective information concerning national, international, state and local events. In addition to printing factual information, a newspaper should provide news in depth to help readers understand the news.

The newspaper should also include material of interest to a variety of readers. The features section, amusements, comics, home-building pages and syndicated columns are just a few examples of this wide variety of services.

Newspapers should take an active part in supporting worthwhile community projects. This is done by printing news stories and editorials favoring needed improvements or projects which would benefit the community.

The newspaper should be attractive, modern and easy to read. Conscientious effort must be made to eliminate errors and misspelled words.

However, the most important obligation of the newspaper, for its own good and for the welfare of the public, is to guard the freedom of the press. To withhold news from the public makes an ignorant public; to sensationalize the news makes a cyrtical public. If it follows the standards of good journalism and fair play, the newspaper can and will fulfill its obligation to the public.

WHAT A NEWSPAPER SHOULD NOT BE EXPECTED TO DO

The public expects the newspaper to perform certain functions. Usually the newspaper lives up to these expectations, but the public should realize that there are some things that a newspaper should not be expected to do. One of these is that the newspaper can't be expected to take a definite stand on every public issue. A community may be interested in a municipal home for the aged, a new water plant, new schools, better streets and yet a decrease in taxes. The newspaper cannot be expected to support all these issues, especially if by doing so, it would favor one group in the community to the detriment of another.

The newspaper should not be expected to suppress news that one man, or a group, wishes not to see in print. Sometimes a man agrees with freedom of the press only until he becomes personally involved in a news story. Then he thinks his privacy is being invaded. Government agencies sometimes abuse their privilege of keeping secret information by trying to hide their mistakes. A newspaper which would allow these practices would be failing in its obligation to the public.

However, unnecessary prying into the private lives of people, where it doesn't concern the public, should not be expected.

Obviously, a newspaper should not be expected to operate at a loss, although a few people think it should. They believe that, since the newspaper is a semi-public institution it is violating its obligation to the public by trying to make a profit. They feel that advertising has no place in a newspaper or that it should be strictly controlled.

They fail to take into consideration the great cost of producing a newspaper, the largest proportion of which is paid by advertising. The public probably could not or would not pay the increased cost of its newspapers if advertising revenue were lost. The end result would likely be a little four-page sheet, just barely mentioning the news of the day, and completely devoid of entertainment value. Or perhaps a government subsidy would result, a condition which cannot be tolerated under the Bill of Rights.

Making a profit is the best way for newspapers to insure themselves of independence and of giving the public the information and services it needs to be free.

FREEDOM OF THE PRESS

Today discuss "Freedom of the Press." Have students tell what they think it means. Point out that it not only means a reasonable freedom for the newspapers but that it also means "the right of the people to know."

Provide students with the basic information listed below. Note that most of the statements are generalizations rather than absolute rules. In conflicts regarding the nature of a free press, courts rule on the ways facts in particular cases are related in legal precedents. The information provided here is highly simplified for basic understanding of students; actual conflicts are not so readily resolved.

1. The legal basis for a free press is in a part of the First Amendment to the U.S. Constitution: "Congress shall make no law . . . abridging the freedom of speech, or of the press." Later, the Fourteenth Amendment extended the restriction to legislatures and local governments. The United States was the first nation to guarantee a free press in its constitution.
2. Press content cannot be censored in advance. However, newspaper staff members may later be found guilty of violating a law.
3. Newspapers can decide both what they will and will not print. They are not public utilitites.

4. Newspapers can comment on or criticize public officials.
5. Newspapers have a right to inspect public records.
6. Newspapers can refuse to publish advertising.
7. Newspapers can make fair comments and criticisms about books, movies and public performances.
8. Newspapers cannot be singled out for special taxation.
9. The press is accountable under libel laws for what it prints. A person may bring suit for damages against a newspaper that prints unfavorable material about him. If the story is true, he is unlikely to win the suit. And if he is a public official, he may also have to prove that the newspaper deliberately attempted to damage him.
10. In time of war, newspapers cannot publish information that interferes with the war effort.
11. Newspapers must respect the privacy of people who are not in the news.

You might want to use some of the following quotes:

GEORGE WASHINGTON, 1783: "If men are to be precluded from offering their sentiments on a matter, which may involve the most serious and alarming consequences that can invite the consideration of mankind, reason is of no use to us; the freedom of speech may be taken away, and dumb and silent we may be led, like sheep, to the slaughter."

SIR WINSTON CHURCHILL, 1935: "A free press is the unsleeping guardian of every other right that freemen prize; it is the most dangerous foe of tyranny."

FRANKLIN D. ROOSEVELT, 1938: "A free press is essential to us as a people and to the maintenance of our form of government. That is an axiom from which no thoughtful person will dissent."

JAWAHARIAL NEHRU, 1948: "Never do anything in secret or anything that you would wish to hide. For the desire to hide anything means that you are afraid, and fear is a bad thing and unworthy of you . . . privacy, of course, we may have and should have, but that is a very different thing from secrecy."

JOHN F. KENNEDY, 1962: ". . . there is a terrific disadvantage not to have the abrasive quality of the press applied to you daily, to an administration, even though we never like it, and even though we wish they didn't write it, and even though we disapprove, there isn't any doubt that we could not do the job at all in a free society without a very, very active press."

ACTIVITIES

1. Discuss "privacy" and "secrecy." What is the newspaper's responsibility in this area?
2. Write five reasons why it is important to have a free press.
3. Write a paragraph on "What We Mean by Freedom of the Press."
4. Look through the newspaper for stories that would not be printed in the newspaper of a country run by a dictator.

EXTRA!

EXTRA!

READ ALL ABOUT THE HISTORY OF THE NEWS!

COLORADO'S FIRST NEWSPAPER

The Rocky Mountain News was born in the April snows of 1859 above Uncle Dick Wooton's saloon. Thus began the saga of an infant newspaper and its city. The history of the News cannot be separated from that of Denver for they started together and grew together. Likewise, Colorado and the News share the same colorful history. The News is not only Colorado's oldest newspaper but is its oldest business.

During the winter of 1858-59, stories had drifted East of the gold strikes in the Pikes Peak region and the Cherry Creek digs. In the spring thousands headed west in America's second and last great Gold Rush.

One of the outfits heading out from Omaha was different. It included a thousand-pound printing press and cases of type. The press was an "Imperial," six-column folio in size, capable of printing 2 six-column pages 13¾ by 19 inches in one impression. This outfit, headed by William N. Byers, planned to set up a newspaper in the area.

Byers and his men almost turned back at the Poudre but made their way on south and finally set up shop in the attic of "Uncle" Dick Wooton's store, located at what is now 1413-15 11th St. There they unloaded the press, unpacked the cases and started to set up for the first issue of the Rocky Mountain News.

Another press had arrived in town eight days earlier, but its owner, "Jolly" Jack Merrick, had been doing a little prospecting. When he discovered a competitor had arrived, a close and spirited race developed to see who would get out the first issue.

It was a wet, snowy night, and the men worked hurriedly in the dim light. Bets were being laid all over town on who would be the first out, and messengers ran back and forth with reports of the progress.

A leaky roof made it almost impossible for Byer's men to get the News printed. They finally used some canvas to build a lean-to tent under the attic roof to keep the water off the press.

The Rocky Mountain News beat Merrick's Cherry Creek Pioneer by 20 minutes. Merrick then sold out and went prospecting.

Byers, himself, was somewhat of a prospector but unfortunately he never struck it rich. He and his paper always cautioned people not to believe extravagant claims; his policy was to report accurately all strikes by personally investigating them.

The first and last pages of the 1st edition were set in type in Omaha, thus accounting for the untimeliness of some of the stories. Notice some of the ads on page four; most of them are from Nebraska and Missouri.

The two inside pages, however, are all stories from the area. These were set into type by Thomas Gibson and John L. Dailey when they reached Denver. It is doubtful that Byers wrote all the editorials since he was not considered a very stylish writer.

Surprisingly enough, very little "leg-work" was involved with the 1st edition. It is said that people were so excited that they freely brought stories into the office.

LESSONS

Reprints of the First Edition of the Rocky Mountain News are available at no cost for classroom use by calling 892-5282. Use any or all of the following suggested lessons.

I. An introduction to the Rocky Mountain News can be preceded with some background of general newspaper history.

ACTIVITY: Have a group of students research the history of various newspapers and the reasons and story behind their being founded. For example, Benjamin Franklin's newspaper, or the five oldest publications in the United States and their founders.

SUPPLEMENTAL: Broaden the research to worldwide publications and why they were started. Have each group present their findings in class.

SUPPLEMENTAL: Trace the history behind the printing press — the advances in technology from the first press to the "Imperial" that Byers used to the presses used today.

OBJECTIVE: This sets the stage for further study of the First Edition. This will help students realize the monumental task of producing a paper in 1859.

II. Ask for volunteers to learn something about some of the important people in the NEWS story and their contributions to Western History. Have them go through the ads of the First Edition for ideas. Some examples would be: Uncle Dick Wooton; William Byers; O.P. (Old Scout) Wiggins, who ran the press for the First Edition; A.F. Peak, M.D., who ran an ad on the front page and was a partner; John L. Dailey and Thomas Gibson, who were printers; John L. Merrick, who was rival editor of the PIONEER.

III. Have students plot the way from Omaha to Denver where Byers founded the NEWS. How far could they travel in one day? How heavy was the press? What hardships could they expect along the way? (They had a two-wagon train.) Why did they stop in the Cache la Poudre region?

IV. Cut up the first edition and have sets of teams put it together again. See if students would place stories the same way Byers and his group did. Would they eliminate some?

V. have students look through the First Edition and a current Rocky Mountain News and find things that are the same and that are different. (e.g., cartoons, photos, ads, style, etc.)

VI. Make a game, like monoply, using various facts from the history of Denver and the NEWS. Make it as easy or as difficult as you wish. Use stones painted gold for money. Have a large number of chance and question spaces. Student must draw a card with a question on it regarding the history. If it can't be answered, make him pay a penalty. Object is to be the first to put out the paper.

VII. Have a final discussion. In the first edition what can you say about the news reported? What can the first edition tell you about the people of the time? About the conditions and problems?

THE STORY OF THE ROCKY MOUNTAIN NEWS

The News has published continually since that first issue on April 23, 1859. In the next year the News moved frequently and experienced many changes. Others bought into the ownership of the News . . . another paper was started in the area . . . and on August 27, 1860, the News went daily.

A few weeks before going daily, the News moved to its fourth home near what is now 13th and Walnut. It was built on stilts on a patch of sand in the middle of Cherry Creek between Denver and Auraria.

This location escaped a fire which destroyed the center of the city in 1963, but on May 19, 1864, after a heavy rain to the south, the News was destroyed by a great wall of water that swept down Cherry Creek. The News was back on the streets June 27, 1864.

Despite the Civil War and the Indian troubles during the following years, the News prospered and grew. But not without incident. Other papers were established throughout the area and competition was fierce. Byers was kidnapped, shot at, challenged to a duel and accosted on the street by Fredrick J. Stanton who was publisher of the Denver Daily Gazette.

Byers was offered a great deal of money to move the News to Cheyenne. It was felt by many that Denver was off the main line to the coast and would not prosper. But Byers elected to stay, and the News participated in the growth of the territory and in statehood for Colorado August 1, 1876.

The News switched from an evening to a morning paper on July 2, 1870, and in May, 1878, William Byers, after 19 years, sold out his interest in the paper. General W.A.H. Loveland took over as Publisher and guided that paper along with a sister publication, the Leadville Democrat. He installed many of the latest innovations: telephones, mechanical typesetting machines and wire service for the news.

In 1893 the bottom dropped out of the silver market, and banks in the area failed; but new wealth was beginning to come from Cripple Creek, and the void left by the silver kings was more than made up for by the big gold strikes.

In 1901 the News moved to 1720 Welton Street to a new building provided by Publisher T.M. Patterson. There were several papers being published in the city by this time, including the Denver Post, owned by Frederick G. Bonfils and Harry H. Tammen.

Competition between the News and Post reached white heat proportions with head-on collisions both verbal and fistic. The main event took place in December, 1907, when Bonfils bloodied the nose of Publisher Patterson as he strolled to work down Capitol Hill.

John Shaffer bought the News in 1913 determined to tame down the wild form of journalism that had developed in Denver. He was a quiet man of high ideals but was no match for the knock-down drag-outs that were taking place in local journalism at that time.

Scripps-Howard took over the paper on November 23, 1926, under the dynamic leadership of Roy W. Howard. Scripps-Howard already owned the Denver Express and merged the Express with the Denver Times to form the Evening News in addition to the morning Rocky Mountain News.

This kicked off the "newspaper battle of the century." All sorts of wild antics followed with each paper trying to top the other. Contests, parades, prizes and all manner of elaborate strategems followed.

The Post met the competition by bringing out a morning paper in January, 1927.

Each paper tried to outrace the other for pictures and to outbid the other for famous names among their staffs of journalists.

The News took great pleasure in being referred to as "The Wildcat of Welton Street."

Contests reached a frenzy of activity. The "Great Gasoline War" took place when the News offered two free gallons of gas with each classified ad. The Post countered with four gallons. The News raised the ante to five. Desks had to be set up on the street to handle all the business. Coffee and donuts were served to the people while they stood in line for hours.

The battle was called a draw on November 5, 1928. The News bought the morning Post and the Post purchased the evening News.

Throughout these wild years the News made some costly gains, but more spectacular and sounder progress was to come later.

In November, 1940, Jack Foster returned to the News from the New York World-Telegram, to become Editor. About the same time, H.W. (Bill) Hailey returned from the New York office of Scripps-Howard to take over as the News' Business Manager.

The first dramatic change was made on April 13, 1942, when the News changed to the more convenient and easier tabloid format. On the same morning, the anonymous Molly Mayfield Column began answering the personal questions of the readers.

At this time the News circulation was 42,700 Daily and 47,000 Sunday. During and following World War II Denver experienced great growth and the News grew right along with it. By 1952 circulation had risen to 142,700 Daily and 154,000 Sunday.

In June 1952, the News moved from Welton Street to its present location at 400 West Colfax. The new building was felt to be more than adequate after the extremely cramped quarters on Welton Street. But before long the News was again straining its physical facilities. On March 4, 1965, ground was broken on a new addition which doubled the size of the building in order to house new presses and other mechanical equipment.

On February 1, 1967, the paper was published on the new presses with a new 6-column tabloid format.

LANGUAGE ARTS ACTIVITIES

1. Have students read a news story within an allotted period of time, then write a summary of that news story from memory.
2. Give students thirty minutes to read the paper. Then have each report on which item, news story, column or editorial he most appreciated.
3. Read a story aloud. Have students listen and tell or list sequence of events in an article. (Variation: Read a recipe aloud from Food Fare. See if students can remember steps to follow in making item.)
4. Write a want ad using many descriptive words. Have students evaluate ad and rewrite using as few words as possible but not distorting the meaning.
5. Choose a news story; have students use it as a source for writing a poem or short story, providing their own plot complications, characterizations and climaxes.
6. Choose a well-known piece of literature and assign students to write a news story based on the literary work.
7. Discuss differences between literary accounts of events and the accounts found in the newspaper.
8. Choose ten unfamiliar words from any part of the paper and have students look up meanings in dictionary. Make sure the meaning chosen is the correct one in context. Newspapers will often use words that are not yet found in the dictionary. Discuss these.
9. Identify the four kinds of sentences. Discuss how they make reading more interesting. Select an article; re-write using different kinds of sentences to change the tenor of the article.
10. Analyze a news story, pointing out the 5 W's and an H (or as much as is found in the story.)
11. Use the newspaper for various grammar drills such as antonyms, synonyms and homonyms. Look for examples of hyperbole, simile, metaphor, personification. Find examples of nouns, participal phrases, gerund phrases in opening sentence of news story. Distinguish between state of being and action verbs.
12. Use the sports page to find synonyms that mean the same as joy, defeat, victory, action. Underline the synonyms and be prepared to defend your choice.
13. Study headlines. Divide subject and predicate. Shade subject pink, predicate blue.

14. Select a news story. Blot out all adjectives. Project on opaque projector. Note placement and kind of word omitted. Discuss importance of order in sentence structure. Substitute adjectives. Compare with original story.

15. Look for and correct errors overlooked by proofreaders.

16. Retype an article without punctuation. Have students repunctuate.

17. Choose an article from the front page, have students write a letter to the editor, telling him what they think about the way the story is presented and the situation as it currently stands.

18. Clip several letters to the editor. Critically evaluate writer's 1) logic, 2) clarity, 3) effectiveness of style.

19. Study an editorial. Underline facts with red crayon, opinion with blue crayon.

20. Using a well-written editorial from the paper, have students make an outline from which it might have been written. Comment on the author's logic.

21. Write a news story in which you insert numerous examples of editorializing. Assign students to rewrite the story eliminating all editorial comments.

22. Make a collection of puns (words which are intentionally confused in the name of humor). Determine the intended meaning and compare this to the usual or more common use of the word. Try to determine reader reaction. Try writing puns.

23. Collect words with different connotations: angry, happy, sad, exciting and colorful.

24. Read several book or movie reviews. Choose one to read or see. Write your own review. Does your critique differ? In style? In content? Point out likenesses and differences.

25. Do the crossword puzzles in the paper. Have students try making up their own.

26. Examine comic strips in the newspaper. See if students can find themes and plots in the various comic strips.

27. Using comic strips, have students try to classify English: formal and informal English, colloquial, slang, jargon, shop talk, goobledygook, ideolect.

28. Using the editorial cartoon, have students write a paragraph telling what they think the cartoon means.

29. Write copy for ads.

30. Clip pictures. Have students select a picture and write a descrptive paragraph or poem on what it means to them.

31. Watch news for a long obituary. Change the deceased's name. Write a character sketch about the individual using facts found in the obituary and your imagination.

32. Clip headlines off a dozen news stories and have students match them to the stories.

33. Publish your own school newspaper with students interviewing teachers, other students, and reporting on current activities for their news stories. Have reporters, editors, proofreaders, etc.

34. Search for acronyms and collect on cards. Write a full description of where the word originated and what it means.

35. Clip coupons from the newspaper. Write a short business letter to accompany the coupon.

36. Select a news story. Read and then list the questions the reporter would have to ask to get the information found in the story.

37. Choose a classified ad and write the "real" story behind the ad.

38. Search for statements in a news article which begin: "It is believed that" and "The alleged . . ." Discuss the implication. How does this affect the truth of a statement?

39. Clip several news stories, cutting off the headlines. Have class read story and write a headline for each.

40. Find sentences containing weekly spelling words.

41. Find all the tragic articles. Tell how these accidents might have been prevented.

42. Find all the comic articles.

43. Pick a subject and make a collection of articles about it. Then write a report.

44. Choose ten proper names from the paper. Find the correct pronunciation. Tell the person's position and the country with which he is associated. Why is he in the news?

45. Make some exciting headlines. Choose one and make up an article to go with it. To write the article, choose two to four topic sentences (one for each paragraph); then fill in the supporting details.

46. Make a list of opposite word pairs. Look in the paper for articles, pictures or cartoons that represent the word pairs. Which word pair can you find the most material for? Why?

47. Look through the newspaper for pictures and articles about things you love and things you don't like. Arrange your clippings in order from the things you love the most to the things you like the least.

48. Watch some event take place. Tell your story to another person who is a "reporter." The reporter should write down your story; then you can read it to the class.

49. Find an article about someone in your community like a policeman, teacher, housewife, secretary, etc. Read about them in the paper, or if possible, interview them to determine what their most serious problems are. Talk about a) What makes problems? b) How would you solve them? c) How would others solve them? d) What problems do you have that are hard to solve?

50. Look for articles that make you angry, sad, afraid, happy, hopeful. Make some drawings that help show why you feel the way you do.

ACTIVITIES FOR NON-READERS AND BEGINNING READERS

1. Have students make a scrapbook with one page for each letter of the alphabet. Look through the newspaper, cut out and fill each page with all the sizes and styles of each letter, upper and lower case.

2. Have students find their initials in a front page headline and circle them. If initials can't be found, have each write the letters he is missing. Have each make up a word containing the missing letter. Have them try to make up a headline containing that word.

3. Have the students cut out headlines and paste all the headlines containing the same number of words on the same page of their scrapbook.

4. Have each student write a headline for a story about their favorite comic strip character. Have each student write a headline for a news story they heard on TV, radio, or from another person.

5. Have students make a scrapbook of two different kinds of pictures — happy and sad. Have each tell why he thinks the picture is happy or sad.

6. Use the Readers' Guide with your students. Go through the guide and help them find all the pages listed. Discuss what is found on each page and also what is found in each section of the newspaper.

7. Read the weather report to your students. Discuss what this means. See how many weather words they can define. Discuss whether or not the weather forecast seems correct.

8. Discuss AP,UPI and the name of a city in capital letters at the beginning of a news story (dateline). If these are absent, the story is probably local. Using this, have students count the number of local stories on a page. Have them count the number of stories received from AP, UPI. Discuss the difference between local, regional, national, international news. Have them name all the cities they recognize. Find them on the map.

9. Have students go through the paper and point out people and things they recognize.

10. Discuss the difference between a classified want ad and a display ad. Have students count the number of display ads on one page.

11. Have students cut pictures from ads and make a scrapbook putting like things on each page.

12. Have students look on stock market page. Using the arrow on this page, have them tell whether business was good or bad.

13. Find the "Little People's Puzzle." Have students identify as many of the objects as they can. Write the words on the board and have them copy the words into the appropriate spaces.

14. Have students make up a story to go with a comic strip before you read it to them.

15. Cut apart an action comic strip and mount on cardboard. Rearrange the sequence and have students put it back in the proper order.

16. Have students look through the paper (pay special attention to the ads) for pictures of things you would find in the kitchen, the living room, the bedroom, the bathroom, etc.

17. Write student's phone number on a large piece of paper. Have him look through the ads in paper for those numbers, cut them out and paste them below where they are written.

18. Make a scrapbook of pictures cut from the newspaper of things that are really "Smaller Than Me," and "Bigger Than Me."

19. Teacher reads headlines. Students hold up flash cards: "?" if headline asks a question, "!" if headline is exciting; "." if headline is a statement.

20. Omit final frame of a simple comic strip. Have students relate outcome. Show final frame.

SOCIAL STUDIES ACTIVITIES

History is the story of what has happened in the past and what is happening now. Articles from current newspapers may be used to show the link between the past and present in:

Supreme Court Decisions	Political Parties
Civil Rights	Union Activitites
Space Explorations	Education

1. Keep a scrapbook of the most important news stories for one month and try to decide which ones of these will be mentioned in history books in the year 2076. Classmates can debate their choices.

2. Trace a continuing event in the paper. Show how articles grow longer or shorter, move on or off page one as importance grows or diminishes. Discuss.

3. From the newspaper clip headlines on the day's major news. Then put a map on the wall. Thumbtack each headline to the map beside the city from which the story came. This will help students see where news comes from and make far away places seem more real. Take one country each day and find its area, population, physical features, main occupations of people, predominate religion, and imports and exports.

4. Point to various spots on the world map and discuss what is currently happening there.

5. Make a product map of a region by pasting pictures cut from ads on a large map of the area.

6. Learn the faces of personalities in the news. Mount pictures of men and women in the news. Learn their names, countries, contributions to society.

7. Clip out pictures of leading news figures and have students attempt to match pictures with list of names.

8. Study and clip every story about a particular facet of local government, perhaps the City Council, for a month. Then let students describe in their own words what the Council did during that month and how the lives of those who live in the city may be changed by it.

9. Select and study one community problem.

10. Pupils should be encouraged to watch for articles which relate to the Constitution of the United States, such as court decisions, to demonstrate vividly that the Constitution is a living document. Have pupils watch for decisions which might affect the free press and other provisions found in the Bill of Rights.

11. Use the newspapers to study the development of American business. Watch for stories regarding antitrust suits, regulation of business by the Federal Trade Commission, Interstate Commerce Commission, Federal Communications Commission, Securities and Exchange Commission, price controls by the Internal Revenue Service.

12. Find articles that might not appear in a country controlled by a dictatorship.

13. Choose three headlines. Read the articles. State or write the problem in each article. Use only one sentence for each article.

14. The early settlers were a strong group to withstand the hardships of settling a new land. List some of the characteristics they might have had. In the newspaper find people of today with similar characteristics.

15. When the Declaration of Independence was written, a list of complaints were included against England. Can you find news stories in which Americans are protesting today? Collect articles of protest and note differences and likenesses.

16. Study the political cartoon in the paper. What idea is the artist trying to portray? What current news item has prompted this cartoon? Let students try drawing a political cartoon from a current news item.

17. Clip speeches made by the President, Secretary of State, chairmen of foreign affairs committees, United Nations delegate, and try to define the foreign policy of the United States.

18. Newspapers provide a good source of information on the need for laws, drafting of laws and various processes laws go through to become enacted. Keep a chronological bulletin board of newspaper clippings: citizen interest, legislative opinion, formation and introduction of bills, committee actions, hearings, vote of legislature, etc.

19. Search for articles telling how city funds are used. What kinds of services do citizens receive for their tax dollar? Illustrate what is spent and the proportion by a graph.

20. Find newspaper articles discussing different types of government in action (democracy, monarchy, communism, socialism). See if students can define the form of government and the effect it has on the people currently living under it.

21. Watch for examples of propaganda devices (namecalling, glittering generalities, etc.). Label each and discuss its possible success.

22. Watch for book reviews of historical books. Discuss.

23. List the countries or states mentioned on the first ten pages.

24. Find numerous examples of initials and abbreviations used in the Rocky Mountain News (CIA, FHA, NATO, etc.). Tell or list what the initials stand for.

25. Find an article about a place you would like to visit. Draw a picture of you in that place. Who else lives or works in that place? How is that place different from where you are? How is it similar?

26. Look through the newspaper and find as many articles about people in foreign countries as you can. Would you like to visit a foreign country? Why? Choose a foreign country and tell some differences between their society and ours.

27. Look for international news articles. List the names and capitals of countries mentioned.

28. Look in your paper for things that represent power. Compare different kinds of power with classmates. Extra: a) Sketch or describe the things that represent power. b) Write a poem about having power. c) Which kind of power is most powerful? Least? Why?

29. Look for pictures of an area; then decide what the place looked like some time in the past, and what it will look like in the future. Draw pictures of the past and the present. Extra: Write a story about yesterday, today and tomorrow. Your story might include changing life styles.

30. Look in the newspaper for articles that give evidence of a good change, a bad change and a change that is neither good nor bad. Make some posters to promote good changes.

SCIENCE ACTIVITIES

There is always a demand for up-to-date supplementary materials that present the latest scientific developments. The newspaper often, with pictures, tells the stories of new inventions and discoveries. Many times editorials cite the social implications of the new discoveries showing how they help determine our way of life. Get your students to read science news every day. Correlate science stories with what they are studying. Today science is a part of the world, not apart from it. Science influences all other aspects of life.

1. Clip and file articles telling about outstanding scientists and their contributions. Keep a bulletin board of personalitites.
2. Keep notebooks on activities in science in foreign countries.
3. Compare accomplishments of various countries in the realm of space. Collect all the articles you can about "space." Compare orbits of astronauts with cosmonauts.
4. Dramatize the newspaper account of some scientific event.
5. Cut, mount and arrange pictures of current "Faces of Science." Use as flash cards for identification purposes, or have pupils select one from a box and make impromptu floor talks.
6. Find articles, pictures, etc., to use to write an experiment. Then write an experiment.
7. Collect articles showing how collaboration among research teams contributes to advancement in science.
8. Discuss articles about forces changing the earth's surface: floods, winds, storms, earthquakes, etc.
9. Assign group reports on specific diseases: e.g. cancer, heart attacks, diabetes.
10. Keep running accounts of research on studies in such areas as the relation of smoking to cancer.
11. Prepare a science vocabulary as found in the newspaper. Words such as protoplasm, nuclear, stratosphere, gases, meteorite, hybrid, and many others will appear often.
12. Study weather forecasts; familiarize your students with weather terms.
13. Your daily newspaper will contain interesting news stories about computers, new techniques in surgery, experiments with animals, air speed records, etc.

14. Clip articles for several days on a science feature: the sewing on of an arm, open heart surgery, tissue or limb transplants, etc. Have students write a summary of these articles.

15. Read through and discuss the medical columns found in the newspaper.

16. Record Denver's high and low temperature for two weeks. What is the average high? Low? Find the mean temperature for each day.

17. Pretend to be a famous scientist or a scientist with a new discovery. Hold a "press conference" and have students interview you. Have them write a news article using the inverted pyramid style of writing.

18. Look for an article that tells about someone enjoying his environment. Write down the feelings you have about your environment. What are some ways to make the environment in your classroom happier?

19. Write an editorial on a scientific issue, like pollution.

20. Look through your paper for evidence of something in your environment that is increasing and something that is decreasing. Tell if the increases are good, bad or neutral.

21. Collect news stories illustrating some former thinking that has now been proven inaccurate.

22. Follow newspaper articles and pictures about conservation:
    Human Resources — time-saving devices, automobile safety standards, etc.
    Land Resources — floods, strip mining, tree planting, etc.
    Water Resources — dams, floods, droughts.
    Animals — zoos, forest animals, hunting and fishing seasons.

23. Clip ads, pictures and news items demonstrating improved methods, instruments and chemicals used in:

Heating our homes	Painting our homes
Cooling our homes	Caring for our homes

24. Illustrate activities of the Department of Health in programs:

Flouridation of water	Air pollution
Immunization against diseases	Garbage Disposal

25. Collect news stories on astronomy — eclipses, orbits, star messages, solar flares, etc.

HEALTH EDUCATION ACTIVITIES

1. Make a scrapbook of various articles on health from the newspaper.
2. Using both the grocery ads and recipes found in Wednesday's paper, plan a week's menu for four using as a nutritional guide the Basic Four. Try to stay within a predetermined budget.
3. Read various ads for patent medicines, cosmetics and health clubs. Discuss these ads. Do their claims seem overexaggerated?
4. Discuss articles about traffic accidents, regulations and auto safety.
5. Bulletin Boards or Class Reports:

Community Health	Alcoholism	Interpersonal Relationships
Mental Health	Drug Abuse	Personal Health
Tobacco	Physical Anatomy	Nutrition

MATH ACTIVITIES

1. Locating and using current price information from the newspaper is of real interest and value to children. "My mother gave me five dollars to buy food for a family picnic. What and how much shall I buy?" Vary the amounts of money and the activity for which the food is being purchased.
2. Using the same five dollars, have each student select one of each item in a grocery ad to see who can come closest to spending five dollars without exceeding that amount.
3. Take any grocery item and figure cost per ounce. Cost per pound.
4. Find the average cost of one product over a period of weeks, such as potatoes, milk, bread, hamburger, etc.
5. Work with fractions by obtaining recipes from the Food Fare section. Find the amount of each ingredient if the recipe is cut in half, is doubled, or prepared for the whole class.
6. Find the total cost of a classified ad. There are 14 agate lines per column inch (seven columns per page); the basic cost for a line of classified advertising in the Rocky Mountain News is $1.00.
   a. In ten ads find the average number of words per line.
   b. What is the average cost of each word?
7. There are 14 agate lines per column inch in display ads (six columns per page). Using $1.00 per line, select a display ad, measure, and determine the cost of the ad to the advertiser.

8. Count the number of houses for sale in today's paper. On the first full page of houses for sale ads, what is the average asking price for a house?

9. Use the sports section to figure the won and lost record of baseball teams.

10. Collect daily high and low temperatures for several weeks.
    a. What is the average high?
    b. What is the average low?
    c. What is the average mean?

11. From weather report temperature tables, what per cent of United States cities had temperatures above 80 degrees yesterday? What per cent had lows below 40 degrees? Were there any lows below freezing?

12. From the temperature table, assign each student a city other than Denver. Have student make a chart for high and low each day and figure mean temperature and also chart the mean temperature. These figures are excellent for graphs.

13. Which city has the greatest and which has the least difference between high and low temperatures each day?

14. Check all bank ads in today's paper. Do they all have the same rate of interest on savings?

15. How much interest would you pay on a loan of $1,000.00 at the advertised rate? What would the monthly payments be if the loan were for 12 months? for 18 months? For 24 months?

16. Increase vocabulary through drills with mathematic terms found in newspaper articles and advertisements, emphasizing spelling, meaning and use.

17. Find what percentages of the pages in the Rocky Mountain News are devoted to comics, editorials, sports, classified ads, local news.

18. Chart the number of pages shown in the right ear each day (Monday through Friday). Make a graph of your results. What day do we print the smallest paper? What day the largest? Discuss reasons for this difference. Discuss why these figures change with the seasons of the year.

19. What is the average number of pages (Monday through Friday)?

20. The Rocky Mountain News usually prints 40 pages of news for each 60 pages of advertising — 40% news vs. 60% advertising. Take any day and see if these percentages apply.

21. Using a carpet ad, how much would it cost to carpet a room 15 x 13 in the most expensive carpet? The least expensive? If on sale, how much would you save from the original price?

22. Using a sale ad, how much is each item reduced from the regular price? What is the per cent of savings?

23. Have the class pretend that they have purchased ten shares of a certain stock. Each day have them compute their percentage of profit or loss, then make a graph using a blue line for high and a red line for low.

24. Look up the dividends paid listing and figure the amount of dividends you would receive if you have 2,700 shares of each stock. Total your results.

25. A pound of newsprint consists of 164 pages of the Rocky Mountain News. If newsprint costs 15c a pound, how much did the newsprint cost in the paper you have in your hand (carry out to two decimal places)?

HOME ECONOMICS ACTIVITIES

1. Read through and discuss "Polly's Pointers."
2. Collect articles on new time and labor-saving home devices.
3. Newspapers provide pictures and descriptions of the latest fashions. Use clothing ads and articles to plan a suitable wardrobe for various occasions: office, vacation, sports, and formal and casual dating. Keep in mind colors and styles suitable for your own physical appearance.
4. Use clothing ads and fabric store ads to compare the prices of ready-made clothing with clothes you make yourself.
5. Clip articles on outstanding people. Discuss their desirable and undesirable character traits. What are the qualities of leadership?
6. Clip articles on personal care: skin care, hair styles, health, exercise, etc.
7. Compare prices on items in grocery ads. Determine the best store that week to do the complete shopping.
8. Check through the newspaper for various recreational ideas. Plan various activities within the city using various budgets. Plan a vacation trip using various budgets.
9. Make a recipe file of sound nutritional recipes: main courses, salads and desserts. Divide these recipes according to the proper foods for underweight, normal and overweight people.

10. Set up various budgets. Using newspaper ads, redecorate a house: furniture, drapes, carpeting, etc.

ART ACTIVITIES

1. Look through the newspaper for a detailed description of a person. From it, make a line drawing or sketch of the head and shoulders.
2. Read a newspaper account of a trial. From this, make as accurate a drawing as you can of the courtroom scene.
3. Read wedding reports. From description given of wedding dress and attendants' dresses, make sketches. Obtain various material samples to match with sketches. Make a scrapbook.
4. Design display ads for furniture, clothing, appliances, etc.
5. Collect and study various types of photographs, with emphasis on lighting, balance and form. Discuss what makes it a good or bad picture.
6. Make a scrapbook of action pictures of athletes. Use these pictures to study the skeletal and muscular structure of the human body.
7. Study and discuss facial expression in cartoons. How do these add to the meaning?
8. Study and discuss symbols used in editorial and political cartoons. Have pupils try to design an original set of symbols to use for their cartoons.
9. Make a collage or montage from newspaper clippings — photos, lettering, line drawings, etc. — stressing a particular theme.
10. When newspapers pile up, use them for paper mache.

FOREIGN LANGUAGE ACTIVITIES

1. Clip recipes originating in the country being studied. Translate the recipe into the appropriate language. At the end of the semester, select from this collection recipes for a dinner. End semester with a dinner either in homes(s) or in the home economics room.
2. Clip crossword puzzles with foreign terms.
3. Check for the use of foreign words in advertising or in fashion articles.
4. Check for the use of Latin in legal writings.

5. Keep a scrapbook of newspaper articles about the countries which speak the language being studied. Study and discuss customs, life styles, holidays, government and foreign relations. Try to obtain as many pictures as possible. Focus on similarities as well as differences.

EXTRA ACTIVITIES

1. Find samples of articles that show continuing interest. How do they differ from "Spot News"?
2. Find articles or items dealing with things people need to know everyday. Tell why these items would be important to certain people.
3. Pretend that you are a "legman" and "call in" a news story to the newsroom. Have students act as re-write men and take notes. Then assign them to write the news story in polished form.
4. Discuss proofreaders' marks.
5. Clip and paste examples of dateline, by-line, captions, banner headlines, local news story, wire service news story, syndicated news story, local columnist, obituary, classified ad, display ad and political cartoon.
6. List differences between Sunday and daily Rocky Mountain News. Weekend assignment.
7. Prepare a list of 20 to 30 questions about contents of Rocky Mountain News and assign the students to find the answers. (Samples — What is today's weather forecast? On what page are today's editorials? When was Joe Smith born? How many home runs were hit in last night's Denver Bears game? How much are Wards' Early American Sofas? What is showing at the Denver Theater?)
8. Discuss differences between big city dailies and small town weeklies.
9. Acquaint your students with the school library's resources regarding newspapers, microfilm copies, current subscriptions to daily newspapers, biographies of famous journalists, journalism career books, journalism fiction books, etc.
10. Have students find various types of feature stories: news background, biographical sketch, filler stories, "how-to-do-it features," and historical features. Have students trade clippings and identify the types of feature stories they are given.

11. Have students search through the newspaper noting stories which they feel were either phoned in by readers or sent as news releases rather than being written by staff reporters. Explain and discuss.

12. Have students write briefly on one of the following topics:
    a. Why is editorializing in news columns regarded as a bad thing?
    b. What effect would a nationwide newspaper strike have on our citizens?
    c. What have you learned from the newspaper unit?
    d. What do you think the value of importance of a free press is in a democratic society?
    e. What is the value of having a school-sponsored newspaper?

APPENDIX

I. KNOW YOUR NEWSPAPER

1. Opens like a tablet, magazine or book. Pages half the size of standard newspaper. Emphasizes concise writing.
2. Six columns
3. Four columns (1½ columns wide)
4. 7 columns
5. News, editorials, features & amusements; sports, business & financial; advertising and classified section

MATCHING

1-c, 2-f, 3-d, 4-b, 5-g, 6-e, 7-a, 8-h

II. KNOW YOUR NEWSPAPER

1. Rocky Mountain News
2. Lighthouse is emblem identifying the News as a part of the Scripps-Howard group of newspapers.
3. Ears
4. a. in the right ear b. 3 editions: City, Home and Final.
5. People like pictures. Makes page more eye-appealing and attractive.
6. Headline of large type running across entire top of front page.
7. Headline or statement indicating on which page a story can be found.
8. Story continued elsewhere in the paper.
9. Top righthand column
11. First page seen. Eye appealing so it will attract attention and stimulate sales.

III. KNOW YOUR NEWSPAPER

1. From news gathering organizations which are called wire services.
2. A wire service has reporters and photographers who gather news from all over the world. News is sold to subscribers.
3. UPI, AP, Scripps-Howard Newspaper Alliance.
4. Name of the reporter at the beginning of a news report who wrote the story.

5. *The City Editor assigns by-lines.*

6. *Generally local correspondents, but also UPI and AP.*

7. *Submarine cables, telegraph and telephone wires, radio including radio-phone and point to point radio, teletype and wire photo, satellite.*

8. *Staff photographers, UPI photos (by wire) and publicity pictures.*

9. *Credit line under picture.*

10. *UPI photo.*

11. *By leased telephone wire.*

12. *TV pictures are sent by wireless, all of the picture at one time. UPI pictures are transmitted by wire one line at a time. Time required to receive a full picture is about 7 minutes.*

13. *On our sending equipment we transmit pictures nearly every day.*

IV. KNOW YOUR NEWSPAPER

1. *A box of pertinent information about the newspaper found on the editorial page.*

3. *Audit Bureau of Circulation*

4. *April 23, 1859*

5. *"Give light and the people will find their own way."*

V. KNOW YOUR NEWSPAPER

1. *"Letters"*

2. *Editorial page*

8. *They give readers an opportunity to express their opinions on any subject and to read the opinions of others.*

9. *Print about a tenth of all letters received — not enough room for all letters.*

10. *250 words or less.*

VI. KNOW YOUR NEWSPAPER

1. *A syndicate is an agency which buys and supplies articles, stories, etc. for simultaneous publication in a number of newspapers or other periodicals in different places.*

2. *A syndicate furnishes comics, cartoons, crossword puzzles, feature columns, etc.*

3. *Usually on the page right before the comics pages.*

5. *Cartoon uses one frame to portray incident. Comic is a strip of about four panels.*

VII. KNOW YOUR NEWSPAPER

1. *Sales, High, Low, Last Quote*

2. *American and New York*

4. *Many about local businesses*

5. *Financial Ads, Business Ads*

6. *So he can judge when to sell and buy, also what to plant or raise.*

7. *Yes, since metals are an important part of our economy.*

VIII. KNOW YOUR NEWSPAPER

1. *National, Retail, Classified*

2. *Display and Listing*

3. *By the daily average net sales of the newspaper*

4. *a) $1.00 b) 14 c) 200*

6. *Every kind*

8. *Advertising is the life blood of a newspaper. It is the chief source of revenue since each newspaper costs between 50c and $1.00 to produce.*

9. *Anyone*

10. *Because they are listed or classified by carious categories.*

11. *None*

MATERIALS AVAILABLE FOR USING THE NEWSPAPER IN THE CLASSROOM

ANPA Foundation, P.O. Box 17407, Dulles International Airport, Washington, D.C. 20041

Remedial Reading and the Newspaper, $1.00

The Newspaper in the American History Classroom, $1.75

Units on the Study of the Newspaper for English Classes: Grades 7-12, $1.50

Innovate! A Generative Guide to Inquiry Teaching, $2.50

The Commercial Appeal, Educational Services Dept., 495 Union Avenue, Memphis, Tennessee 38101

Open a New Window with Learning: A Curriculum Guide for Kindergarten & Early Childhood Education, $2.00

Reading is Fun When You Have A Newspaper: For Students in Grades One through Eight, $2.00

Creating the Mature Reader: For Grades 9 through 12, $2.00

International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711

Teaching Reading Skills Through the Newspaper, Member — $1.75, Others — $2.00

The Oklahoman and Times, Educational Services Dept., P.O. Box 25125, Oklahoma City, Okla. 73125

Open Windows to the World, $3.95

SOME ADDITIONAL RESOURCES

"Can High School Students Read a Newspaper Critically?", Raymond Muessig, THE SOCIAL STUDIES, Jan., 1965, pp. 3-5.

"Courses By Newspaper," Caleb Lewis, PHI DELTA KAPPAN, Sept., 1974, pp. 60-2.

"Five Dozen Ideas for Teaching the Newspaper Unit," Howard Decker, ENGLISH JOURNAL, Feb., 1970, pp. 268-72.

"How to Teach the Art of Reading a Newspaper," Nicholas Crisuolo, GRADE TEACHER, Oct., 1964, pp. 22+.

"Look for 'Good News,' Too," Robert Price, INSTRUCTOR, March, 1974, pp. 54.

"Magazines and Newspapers for Children," Helen Suchara and Jane Romatowski, CHILDHOOD EDUCATION, May, 1970, pp. 443-7.

"A Module for Teaching Newspaper Skills," Arlene M. Pillar, ELEMENTARY ENGLISH, April, 1974, pp. 571-77.

"News in the Classroom — 5 Methods," Alice Angelillis, INSTRUCTOR, March, 1974, pp. 50+.

"The Newspaper: A New Textbook Every day — Part I," Laura Johnson, JOURNAL OF READING, Nov., 1969, pp. 107-12+.

"The Newspaper: A New Textbook Every Day — Part II," Laura Johnson, JOURNAL OF READING, Dec., 1969, pp. 203-6+.

"Newspapers 'Sell' Communication Skills," Jeanne Leeson, INSTRUCTOR, Jan., 1971, pp. 105.

"Newspapers Wow Classroom," Marvin Maskovsky, AMERICAN EDUCATION, Jan., 1972, pp. 2-6.

"100 Ideas for Using the Newspaper in Courses in Social Science and History," Charles Berryman, SOCIAL EDUCATION, April 1973, pp. 318-20.

"Pivoting Education on the Newspaper," Regina Madden, JOURNAL OF EDUCATION, Oct., 1947, pp. 224.

"Reading Activities Using Newspaper," Walter Fasan and Helen Isbitz, INSTRUCTOR, Jan., 1967, pp. 24-25 +.

"Sun-Telegram Finds Local NIC Need and Fills It," Julia Coleman, PHI DELTA KAPPAN, March, 1972, pp. 444.

"Teaching About the Newspaper in Elementary Schools," A.J. Beeler, ELEMENTARY ENGLISH, Feb., 1972, pp. 227-29.

"Teletype News Stories Turn Kids on to Reading," NATION'S SCHOOLS, Aug., 1973, pp. 35-6.

"There's More Than News in the Newspaper," Wilma Schreur, INSTRUCTOR, Jan., 1973, pp. 84+.

"The Use of Newspaper in the Secondary Classroom," Rodney Barth, Journal of Reading, Feb., 1975, pp. 426-7+.

"Use of the Daily Newspaper to Teach the Culturally Disadvantaged About Government," John Gotheberg, JOURNAL OF SECONDARY EDUCATION, Oct., 1968, pp. 57.

"Use the News," Gladys Bartholomew, TEACHER, May, 1973, pp. 57-8.

"Yes — Kindergartners Can Learn from a Newspaper Unit," Tosca Albera, GRADE TEACHER, March, 1967, pp. 30.

"Use the Newspaper!," Nancy Salama, ENGLISH LANGUAGE TEACHER, July, 1974, pp. 336-43.

"Using the Newspaper to Stimulate Imaginative Writing," Allen Dittner, MEDIA AND METHODS, Sept., 1972, pp. 58+.

PRINTERS' JARGON

AD PRO INKS — Process developed by ANPA and AAAA and adopted as the national standard shades to use on all three color ads. They reproduce all colors in the spectrum when copy has been filtered for color separation plates.

AAAA — American Advertising Agency Association.

ANPA — American Newspaper Publishers Association.

ASCENDERS — That part of a letter that extends above the body of short lower case letters, such as l, t, h, etc.

BASELINE — An imaginary line on which the bottom of capital letters and lower case letters, without descenders, appear to rest.

BENDAY — A method of laying a screen (dots, lines and other textures) on artwork or plates to obtain a tone or shade.

BODY SIZE — The dimension of type from top to bottom (calibrated in points).

BODY TYPE — Type face used for text matter, usually 14-pt. or smaller.

BOLD FACE TYPE — Heavier letters of a type font in contrast to a light face which is lighter. Extra bold is heavier still.

CAMERA READY — Art, type, or illustration fully prepared and in makeup size for final shooting for newspaper reproduction (photos in halftone).

CAPS — Capital letters.

CAPS AND LOWER CASE — Or "C and lc." The type is set in lower case letters but with capital letters set where indicated.

COLD TYPE — Generally refers to type production NOT employing hot metal.

COLOR SEPARATIONS — Yellow, Red, Blue and Black color plate negatives that have been properly separated by using color filters so that all colors of the spectrum are reproducible (black is sometimes omitted).

COLUMN INCH — A unit of measure one inch deep and one column wide, no matter what each column is in width.

CONDENSED TYPE — Type made up of narrow letters, more narrow than normal type.

CROP — To mark illustrations with marks indicating desired image area and desired size.

CROPPING — The elimination of unwanted portions of a photograph or illustration to make it fit a certain area.

CUT — Term for engraving, whether it's a line or halftone, or on metal.

DESCENDERS — The lower part of such letters as g, p, y, etc., that fall below the baseline.

DINKY — The single or 2-page sheet that occurs when newspaper section requirements fall short of the multiple of 4 pages.

DOUBLE TRUCK — An advertisement on two facing pages which includes gutter or margin in center (17 columns).

15-COLUMN DOUBLE TRUCK — Two facing pages with gutter but one column open on each end.

13-COLUMN DOUBLE TRUCK — (Junior Double). Two facing pages with gutter but two columns open on each end.

DUMMY — A scaled layout of newspaper page showing placement of advertising and news holes.

FAKE COLOR — The addition of color in various tones to produce desired results (normally done by artists).

FLOP — For the engraver or photographer to "turn over" negative of copy, or art, so that left-hand side becomes right-hand.

FONT — A complete selection of letters, numerals, etc., in one size and style of type.

GUTTER — The blank space or inner margin between two facing pages.

HALFTONE — A reproduction of continuous tone artwork, such as photograph, with the image formed by dots of various sizes.

ITALICS — The style of letters with the vertical lines slanting forward.

LEADING — (pronounced ledding). Amount of space between lines of type.

LEADERS — Row of dots or dashes to guide eye between items.

LINE CUT — Also Line Shot, Line Print. An engraving, print, etc., dealing with black and white only without any midtones or continuous tones.

LOGOTYPE — (Sig Cut) Name of a company or product in a special design used as a trademark in advertising.

MORTISE — A section of an engraving or mat is routed out to make space for type, art, etc.

OVERPRINT — Double printing; printing over an area that already has been printed in another color.

PASTEUP — The preparation of copy for photographic reproduction by putting all elements in the proper position.

PREPRINTS — Multi-page inserts or roll fed HiFi and Spectacolor printed in advance. High quality reproduction usually in full color.

REVERSE — Open type or lines on black background.

R.O.P. — Run of paper . . . any position in the regular sections convenient to making up of paper, news and advertising.

ROTO SECTION — Intaglio printing; that is, printing from plates in which the image is in intaglio or sunken below the surface. Printed image is formed by tiny depressions in the cylinder filled with ink.

SECTION — Refers to consecutive pages, either in tabloid or standard size, devoting its editorial and advertising content to a special merchandise, service or institutional feature.

SERIF — The short cross line at the end of main strokes in Roman letters.

SHRINKAGE — The difference in size between the printed page and the makeup size.

STANDARD SIZE — Full-size page or regular newspaper, 8 cols. x 21½".

SURPRINT — A line of body or copy printed over halftones.

TABLOID — Standard size page folded in half becomes 6 col. x 14½".

TINT BLOCK — A printed halftone area upon which type or illustrations can be superimposed. The tint block can be fine or coarse screen and in black or colored ink.

VELOX — A screened photograph, line shot, etc. processed from negative onto photographic paper.